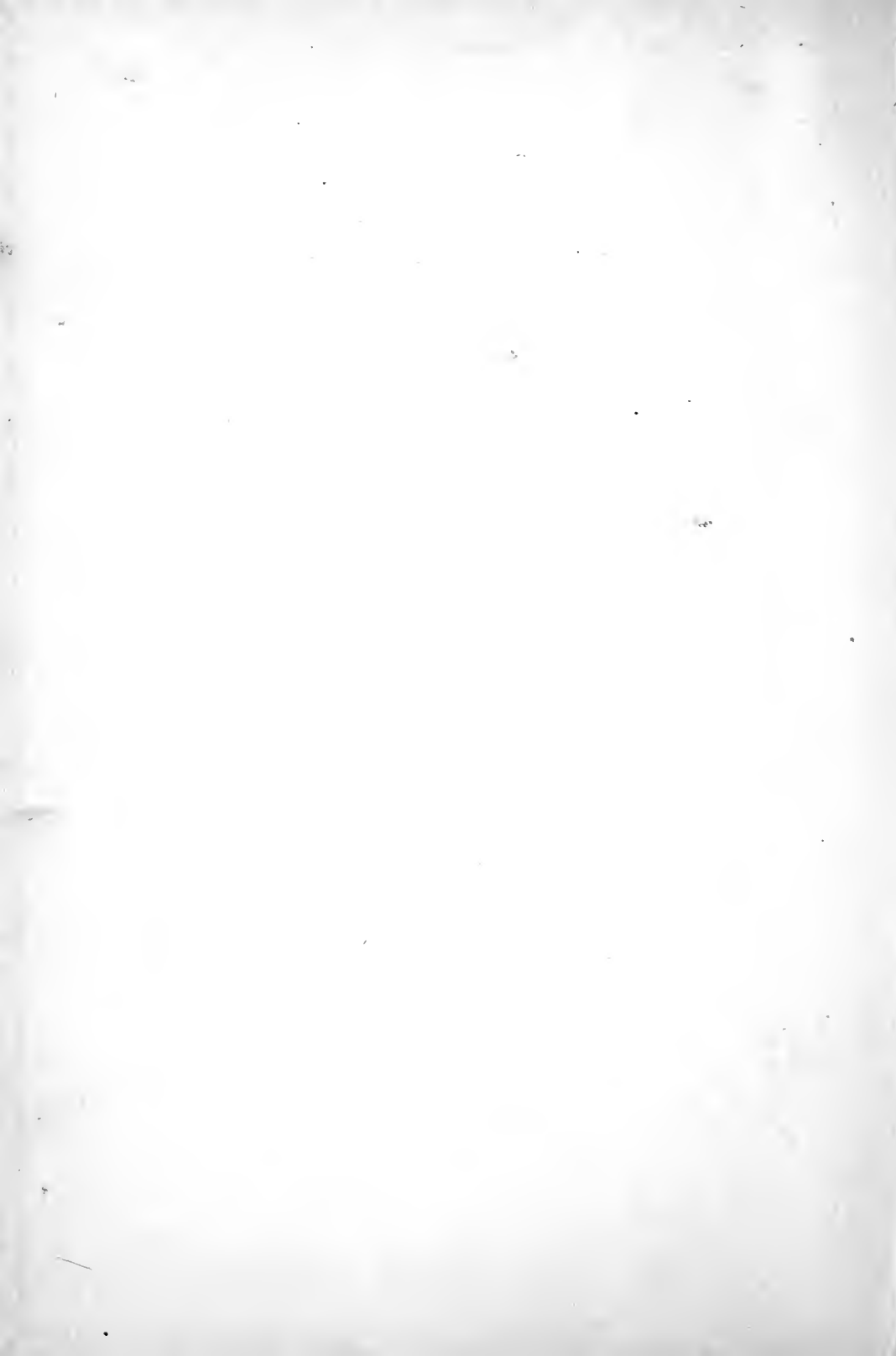


The Ohio Book
for the Lincoln
Jubilee

1897



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A Half Century *of* Freedom *of* The Negro in Ohio



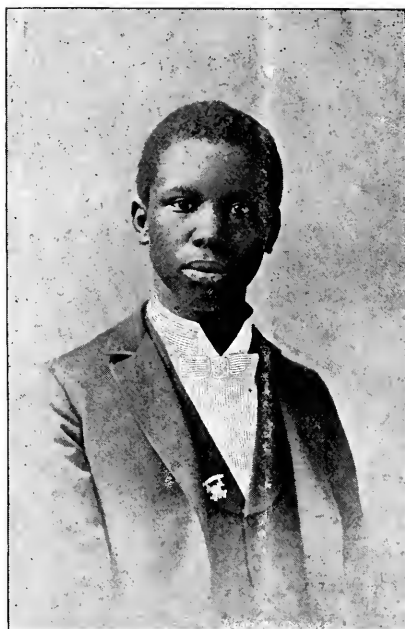
COMPILED AND
ARRANGED BY

W. A. JOINER

Superintendent of the Normal and Industrial
Department, Wilberforce University

WILBERFORCE, OHIO

Press of Smith Adv. Co.
Xenia, O.



PAUL LAWRENCE DUNBAR
(DEDICATORY)

THE UNSUNG HEROES.

A song for the unsung heroes who rose in the country's need,
When the life of the land was threatened by the slaver's cruel greed,
A song for the unsung heroes who stood the awful test,
When the humblest host that the land could boast went forth to meet
the best;

A song for the unsung heroes who fell on the bloody sod,
Who fought their way from night to day and struggled up to God.

LIFE.

A crust of bread and a corner to sleep in,
A minute to smile and an hour to weep in,
A pint of joy to a peck of trouble,
And never a laugh but the moans come double;
And that is life!

A crust and a corner that love makes precious,
With a smile to warm and the tears to refresh us,
And joy seems sweeter when cares come after,
And a moan is the finest of foils for laughter;
And that is life!

INTRODUCTORY.

THE NEGRO is a part of the population of the United States, has been since its early settlement and will doubtless be till the end of time, either as a distinct element or merged into the new American race which is sure, at some future day, to replace the heterogeneous mass now constituting the population of the Western Hemisphere.

A few facts of general interest may serve as a background against which to project the data concerning that group of Negroes who have made Ohio their home for a greater or less number of years and have become a factor in its physical, social and economic development.

Their numbers, distribution and condition are indicated in the population statistics herein set forth and their educational and social status is shown by the data on occupation, property and education.

The treatment of these matters, except in education, is an absolutely impersonal one. It is felt, however, that the struggles and triumphs in education can best be illustrated by selecting a single institution which has succeeded and thereby portray the possibilities of the Negro in this field when working in an atmosphere friendly to his efforts. Wilberforce University, which is the oldest of the Negro Institutions of higher learning, with its departments of Arts and Science, Theology and Commerce, its splendid Normal and Vocational work is selected as the best representative and given somewhat in detail.

What a group or clan of people is doing is far more important than the question of numbers. In a study therefore of the Negro after a half century of freedom, it becomes important to ascertain what headway he has made into the life of the people and the civilization around him. Not merely his accumulations but his acquirements in the form of improved opportunities are indicative of the success or failure of his half century of endeavor.



GOVERNOR FRANK B. WILLIS.

STATE OF OHIO
EXECUTIVE DEPARTMENT
COLUMBUS

Miss Hallie Q. Brown,
Wilberforce, Ohio.

Dear Madam:—

I take this opportunity to express my approval of the Chicago Jubilee movement. In my judgment this will afford splendid opportunity to show to the people of the whole country what has been accomplished by the colored race during the last generation. I feel sure that the country will be benefitted as well as astonished by the information brought to them of the amazing progress that has been made by the colored people in every line of human endeavor. I feel sure that Ohio will be creditably represented at this Exposition and that the Commission I have designated to have charge of the exhibit will put forth every effort to the end that the colored people of Ohio and in fact the people of the whole state may have most creditable representation.

Assuring you of my approval of the movement, I am

Yours very respectfully,

FRANK B. WILLIS.



EDWARD C. TURNER, Attorney General.

Columbus, Ohio, July 2, 1915.

Mr. Albert N. Eastman,
108 South LaSalle St., Chicago, Ill.

Dear Sir:—

I am in receipt of yours of June 30th in regard to Lincoln Jubilee Funds.

In 1912 the electors of this state changed the constitution providing for the referendum and suspending the operation of any law passed by the legislature, save and excepting only appropriations for the current expenses of state departments and state institutions and emergency laws necessary for the immediate preservation of the public peace, health and safety. Therefore, even though the legislature passes an act, unless of a class above noted, it does not become operative until ninety days after it has been filed in the office of the Secretary of State.

While I have a very hearty sympathy with the project, yet my only province is to interpret laws and this department is limited simply and strictly to saying what the law is rather than what we would like it to be.

It might be observed that all of this difficulty would have been avoided had the matter been brought to the attention of the legislature earlier in its session.

I am quite sure that you as a lawyer will appreciate the situation and attitude of this department.

Respectfully,

EDWARD C. TURNER, Attorney General.



A. V. DONAHEY, Auditor of State.

Columbus, Ohio, August 26, 1915.

Ohio Commission appointed to participate in the Half Century Anniversary Exposition at Chicago, Illinois.

The Ohio General Assembly is to be congratulated in appropriating a substantial sum of money to represent Ohio at the Half Century Anniversary Exposition. I believe the members of the Ohio Commission will spend this money intelligently and for the best interests of the people they represent.

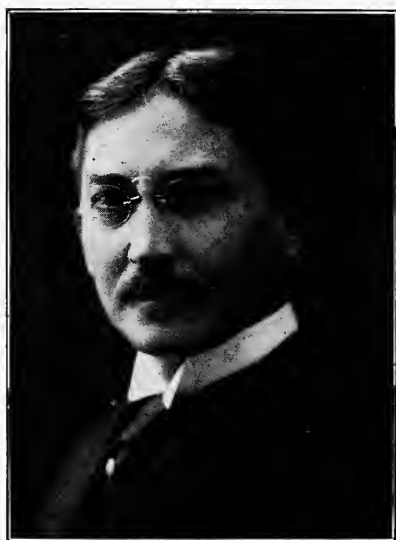
I am firmly of the belief that the appropriations made to this Commission should be considered as current expense and the money made available at once after the enactment of the law. What constitutes current expenses of government is a mooted question upon which the courts have never passed.

Trusting that the Commission will command us whenever we can be of any service to you, I beg to remain,

Very truly yours,

A. V. DONAHEY,

Auditor of State.



E. M. FULLINGTON, Budget Commissioner.

COMMISSIONERS appointed by
Governor Frank B. Willis to
represent the State of Ohio at the
Lincoln Jubilee.

GENERAL J. WARREN KEIFER

MISS HALLIE Q. BROWN

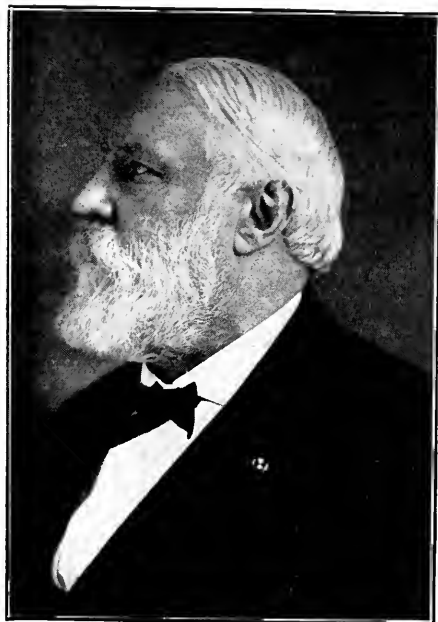
MISS DORA E. JOHNSON

GENERAL R. B. BROWN

MR. WM. A. ANDERSON



GENERAL R. B. BROWN



GENERAL J. WARREN KEIFER



MR. WM. A. ANDERSON



MISS HALLIE Q. BROWN



MISS DORA E. JOHNSON

IN PASSING judgment upon the Ohio Book and exhibits, the Commission asks indulgence of the public and consideration of the short time allowed for preparation, due to the brief period during which the appropriation was available. The Commission wishes also to thank those who have so generously responded to requests for assistance in making this exhibit possible.

The Negro in Ohio.

THIS BOOK will attempt to throw light upon the progress of the Negro in Ohio by showing his present occupational status impersonally. No attempt is here made to point out individual examples but rather to find what numbers and percentage of the whole have moved up from the scale of common laborer where practically all were found at the close of the Civil War.

In only a few cases will comparisons be made between this State and other states and then only between Ohio and other states in the same group where the Negro is invironed with similar conditions. The rise of a people to meet conditions is the best index of native ability.

Adaptability is indicative of advanced stages of development, and should the Negro in a highly developed civilization find it possible to adjust himself thereto and fit in as it were, holding his own in the intense struggle for preferment, characteristic of the complex living conditions of the urban and metropolitan life of the middle west, he must be credited with some inherent qualities rendering him capable of competing with the native populace. His maintenance of position can not be attributed to any influx replacing those who have been lost or forced out, for the shifting of the center of Negro population steadily southwestward, discredits the claim of any great influx into Ohio and contiguous territory. The centre of Negro population is farther from Ohio today than it has been at any time since

the landing of the first Negroes in the 17th century, being now located not far from Huntsville, Ala.

For all practical purposes where it is desirable to contemplate the change that has taken place rather than simply the present status the starting point or zero can be assumed about the beginning of the statehood period, 1803, in 1810 the number being about two thousand, though it was not till the era of the Underground railroad that the number of Negroes in Ohio ceased to be a negligible quantity. Back in the 40's there were enough in the state to count, but no marked increase occurred till the period of the Civil War.

The status of the Negro in Ohio is of peculiar significance because of the characteristics of the early settlers of this state and the consequent friendly atmosphere existing at the time of the Civil War and the great exodus from the South of the newly emancipated race.

Ohio is the pioneer state carved from the old Northwest Territory once embracing what is now Indiana, Illinois, Michigan, Wisconsin and a small corner of Minnesota. When first entered by whites it was the home of the Erie Indians, but a common battle ground for numerous tribes whose habitat touched it on various sides.

The early French settlers in locating about the Great Lakes and the Ohio river incurred the hostility of the Iroquois, but made friends with the Miamis, Wyondots and Shawnees. Thus early the fate of several tribes of the aborigines was linked with that of the white invaders and a spirit of mutual racial tolerance pervaded the atmosphere.

It is not the purpose here to enter upon a narration of the historical development of Ohio, further than to call to attention the fact that subsequent to the beginning of the national period, the early settlers were families seeking homes beyond the encroachment of slavery. This is well worth considering for

the influence this sentiment for freedom exerted upon the development of the Negroes subsequently entering or locating in the state.

Through the limits of Ohio have passed two great streams of freedom seekers crossing almost at right angles. The one from east to west seeking freedom from social and civil restrictions passing westward to the great open plains, bounded by the verdent earth beneath, the boundless blue sky above both stretching away unbroken till they seemed to meet in the great circle of the horizon. Westward also across Ohio in '69 went the long lines of mammon-mad gold seekers looking for freedom from the bonds of poverty and its attendant train of hardships. Across this westward current, in the years between, steadily, silently from the south, flowed another current, dark and sullen, swiftly by night, sluggishly by day, with an ever shifting channel, but holding ever its general direction northward and disappearing at the shores of lake Erie, seeming to spread out and mingle with the dark waters of the Lake unseen and uncharted. This was the stream of humanity escaping from the oppression of slavery, oozing out, as it were, from beneath the load of misery and woe. It was augmented by springs all over the southland fed by the blood and tears of thousands sacrificed to the American Moloch. Many of those who made up this stream drifted out of the current and found lodgment among the sheltering dales of Ohio. The spirit of the free called unto these poor seekers of freedom and these became in part the progenitors to the Negroes in Ohio.

Ohio offered a favorable environment, and a not too rigorous climate with budding industries, and diversified employment among a population largely sympathetic with the escaping bondman, or new-made freeman. Geographically the state forms the transition from the Alleghany Plateau to the Prairie Plains, with elevation ranging from 425 ft. in the S. W. corner to 1540 ft. in the west center. The diversified topography in-

sures multiple occupations, and the distribution of its 40 inches of rainfall so as to give 60 per cent. in spring and summer renders agriculture a dependable vocation. Mine, field, forest, factory, these were the sources of employment that are open to all and in these the Negro found a place to labor and to earn. Game filled her forests, fish stocked her streams, and fruits flourished in her fields. River wharfs and lake ports also gave him work. Then too, in Ohio as nowhere else, education beckoned to the knowledge-hungry Negro.

In the number of its Negro population Ohio ranks No. 18, but ranks first in the group of East-North-Central states comprising Ohio, Indiana, Illinois, Michigan and Wisconsin, and in the whole North Central group comprising the five above named with Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska and Kansas. Ohio stands second with 111,452, just ahead of Illinois with 109,049, and behind Missouri which leads with 157,452. The increase in the last decade in Ohio was 15 per cent. or 14,551. In Ohio the Negro forms only 2.3 per cent. of the total population while in the whole country he forms 10.7 per cent.

In 1880 he formed 2.5 per cent. of the population of Ohio, showing that while he has gained steadily in numbers he is falling behind the other elements of population in the rate of increase. This same fact is observable in the whole population of the United States, but does not in either case indicate any falling off in the natural rate of increase among the Negroes, but is more than balanced by the increase in the white population due to immigration.

In 1890 Ohio ranked No. 16 in Negro population but since that time has fallen behind Oklahoma and New York in both of which states the Negro population is gaining on the white in numbers.

When made at all, comparisons will usually be instituted between Ohio and other states of the same group having ap-

proximately the same relative numbers and similar environmental conditions. For the measure of a man or a race is never *what he can do*, but what he can accomplish under a given set of conditions.

In Ohio about three-fourths of the Negroes live in towns and cities while in the whole United States the condition is almost exactly reversed. In Ohio he has 73.8 per cent. living under urban conditions and 26.2 per cent. rural, while in the entire United States there are 27.4 per cent. urban and 72.6 per cent. rural. It will be seen at once that this will materially affect his occupation statistics and his economic condition also should play an important part in his educational advancement. As was seen above the Negro forms 2.3 per cent of Ohio's total population, but 3.1 per cent of her urban population. Within the group itself there are some divisions that may be interesting though they may have no real significance. In the total Negro population of 111,450 in Ohio, 72,203 are classed as black and 39,249 as mulatto, the ratio of 65 to 35, while in the entire country the ratio is 79 to 21. In Indiana 76 to 24; in Illinois 67 to 33; in Michigan 53 to 47; and in Wisconsin 61 to 39. Of course the descriptions black and mulatto are not accurate and to one who knows the nice gradations of color among the Negroes, it is somewhat puzzling to know just where the division line would be drawn, and how the same shades would or could always be denominated the same even by a single enumeration, much less by a hundred different enumerators, with different conceptions of color and varying powers of eyesight.

Of the three principal cities of Ohio, Columbus alone keeps its proportions of black and mulatto similar to the state at large, having the ratio black 67 per cent., mulatto 33 per cent., while Cincinnati shows 70 to 30 and Cleveland 70 to 30. In view of the claims that are often made that the mixed bloods are often extended economic opportunities which are closed against the

blacks, some investigation along this line as between the different cities might prove interesting should such data be obtainable.

A study of the migration of the Negro shows that it gains more than it loses by inter-state-migration, there being 50,440 Negroes born in other states and living in Ohio as against 16,850 born in Ohio and living in other states. Thus it appears that the advantages offered in Ohio are sufficient to hold her native born population and attract those of other states. This stay-at-home characteristic of the Ohio Negro has shown a slight decline in the last decade, probably due to dissatisfaction at the growth of discrimination against him in Ohio. This has probably resulted in a migration of a considerable number to states farther north, Michigan, Wisconsin, and the Dakotas. Of the 50,000 Negroes who have migrated to Ohio and are now residing in the state, 23,000 came from the East South Central states (Kentucky, Tennessee, Alabama, Mississippi) and 20,000 from the South Atlantic group, (Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida). Of these Kentucky furnished 18,000; Virginia 10,000; West Virginia 25,000; North Carolina 3,880; South Carolina 1,100; Georgia 1,500; Tennessee 3,400; South Dakota and Nevada 2 each. Hawaii, Porto Rico and the Philippine Islands are each represented.

A study of Ohio's Negro population by age and sex shows that there are 4,538 more males than females and that the males are in excess at all ages, except under one year and over 80 years. Of the children born, every hundred contains five more girls than boys, but infant mortality must be higher among the girls for before the fifth year is reached the boys have outstripped the girls and are in excess. This condition does not obtain in the other states of the East North Central group for in Indiana, Illinois, Michigan and Wisconsin the conditions which obtain at one year of age continue up to the 5th year.

Ohio therefore seems to be a good state for girls to live in, but a rather unfavorable one in which to be born.

The greatest excess of men over women occurs between the ages 25 and 45 where there is an excess of 3,300 males over females. There are in the state 10 men and 14 women over 100 years of age. The larger cities show the same peculiarity; the males out-number the females in Cincinnati, Cleveland, Columbus, and Dayton. In the whole country the Negroes form 9.7 per cent. of the men of Militia age, 18-44, and 2.7 per cent. of the men of Militia age in Ohio.

MARTIAL CONDITION.

Among the indices to the social and economic condition of any people the martial condition is always given a place. The family life is of much importance and other things being equal lends stability to a class of people. It is undoubtedly true that these statistics are often misleading for they are frequently if not wholly, where the census taker is concerned, collected without any explanation. The laws of divorce and public sentiment on this subject vary so in different parts of the country and in fact in contiguous communities that a given set of conditions may not and often does not indicate like social standards. Then, too, separations without divorce are frequent enough to somewhat diminish the value of divorce statistics. Since, however, they furnish one of the side-lights on social conditions, they will be given for Ohio.

Ohio has 44,894 males of marriageable age, that is over 15 years old, and 40,052 females, so that every girl has one opportunity and chance at any one of the 4,900 left-overs. Of this number among the males, 17,774 are single; 23,210 are married; 3,162 are widowed, and 558 are divorced. Among the females, 10,596 are single—which is a lower percentage than among the males—22,641 are married or 56 out of every 100. 6,138 are widowed and 564 are divorced. In these respects Ohio

is very similar to her sister states of the Northeastern group.

Of the males between 15 and 19, less than two in a hundred are married, one in 1000 is widowed and one in 1000 divorced. Of the females 14 in a hundred, or about one in 7, are married, between 15 and 19 years of age, and in every 1000 four are widowed and three divorced.

Between the ages of 20 and 25 among the males in every 100, 73 are single and 25 married while among every 100 women of like ages 43 are single and 52 married and 3 are widowed. From 25 to 35 years of age among men 55 per cent. are married and 71 per cent. among women. The highest proportion of married among males is between 45 and 55 where it reaches 71 per cent. and among women between the ages of 35 and 45 where the married reach 72 per cent. The percentage of widowed increases much more rapidly among the females than among the males, having reached 17 per cent. among the females at the age of 45 as against 7 per cent. among the males and at 55, 35 per cent. for females and only 14 per cent. for males. Between the ages of 35 and 45 the divorce evil reaches its maximum for both men and women, but after that age declines more rapidly for women than for men. Under every condition there are more men than women whose ages are unknown. This is rather at variance with the common idea that it the woman who conveniently forgets her age, or it may be that men pay less real attention to the question and lose track of the fleeting years, yet as the larger portion of the persons of unknown age are married it may happen that it is a matter of concealment because of disparity between the age of the man and his spouse.

The martial condition in the cities does not differ widely from those in the state at large, Columbus showing the largest number of single men, also the largest percentage of single women. Cleveland with 55.6 per cent. leads in married men and in married women with 59 out of every 100.

Cincinnati has the largest number of widows, there being 1500 in the city who by one process or another have lost their consort and only 126 of them by divorce. Cincinnati has about 500 widowed males or one for each three widows.

Canton present the interesting spectacle of having exactly the same number of married and single males, but the married women have a majority of 18. The best balanced conditions are to be found in Zanesville.

EDUCATION.

Sixty-one per cent. of the Negro children between the ages of 6 and 20 years are in school. This falls below only the attendance in the New England States, where it reaches 66 per cent. in Massachusetts. The maximum school attendance is reached between the ages of 10-14 when 92 per cent. of the children are in school; after 14 years the boys drop out more rapidly than the girls, but the percentage of attendance of both sexes declines rapidly after 14 years of age when the legal age limit is reached. In this matter Ohio ranks well with her sister states but hardly as well as would be expected since Ohio has more colleges than any other state and these are generally open to the Negro on terms of equality.

The cities follow closely the percentages of the state at large in school attendance, Cleveland making the best showing at all ages, her maximum between 10 and 14 years being 94 per cent. or equal to the Massachusetts rate. It is also true that the children continue in school longer in Cleveland than in any other large city in the state, though of the cities of lesser grade Toledo and Springfield out-rank her in keeping the pupils in school at later ages 15-20, and Dayton makes the poorest showing. Taking the whole school population, the rural Negroes attend school better or in greater numbers than those of the cities, though possibly not for so many weeks per school year.

ILLITERATES.

Among her Negro population Ohio has 10,460 illiterates or 11.1 per cent., this is about one-third as many per hundred as there is in the United States at large. In East North Central group, Illinois, Michigan and Wisconsin have a lower percentage of illiterates. Between the ages of 10-15 only 83 children were found in the state to be illiterate thus showing the good effect of recent school legislation. There were 47 per cent. of illiterates among those 65 years and over, 31 per cent. between 55 and 65 years of age, and 18 per cent. between 45 and 55 years; 10 per cent. between 35 and 45; 5 per cent. between 25 and 35; 3 per cent. between 15 and 25; and only .9 of 1 per cent. between 10 and 15 years. At the effective working ages 15 to 40 years Ohio presents a Negro population remarkably free from illiteracy, there being 6 times as many among the native whites of the state and 5 times as many illiterates among the foreign born whites as among the Negro population. Now if one is mindful of the large number of immigrants into Ohio from adjoining states south where educational advantages are not so good it will be seen that the school system of Ohio is effective so far as concerns the Negro. Ten per cent. of the urban Negroes are illiterate and 14 per cent. of the rural ones are in like condition.

Among the large cities of Ohio, Cincinnati is the worst offender with 14.3 per cent. against 4 per cent. in Cleveland and 8.7 per cent. in Columbus. While Chicago, Ill., with more than double the Negro population of any of the Ohio cities has only 4 per cent. of illiterates.

Ranked by the number of their Negro population the principal cities of Ohio stand, Cincinnati first with 20,000, followed by Columbus, 13,000; Cleveland, 8,500; Dayton and Springfield about 5,000 each; Xenia 2500; Youngstown and Toledo 2,000; Lima, Portsmouth, Oberlin, Urbana, Lockland, Chillicothe, Hamilton, Gallipolis and Akron, with about 1,000 each.

STATISTICS OF POPULATION.

GENERAL STATISTICS OF THE NEGRO POPULATION OF THE UNITED STATES, BY COUNTIES: 1910.

(Counties in which no Negroes were reported are omitted).

County	NEGRO POPULATION: 1910.									
	Total	Per cent. of total population.	Color.		Sex.		Males 21 years of age and over.			
			Black.	Mulatto.	Male.	Female.	Number.	Per cent. of Total.	Illiterate.	
									Number.	Per cent.
OHIO.										
Total	111,452	2.3	72,203	39,249	57,995	53,457	39,188	2.6	5,169	13.2
Adams	184	0.7	166	18	88	96	56	0.8	15	(1)
Allen	1,030	1.8	787	243	564	466	349	2.1	24	6.9
Ashland	25	0.1	20	5	14	11	11	0.2	1	(1)
Ashtabula	217	0.4	195	22	113	104	79	0.4	6	(1)
Athens	1,240	2.6	603	637	686	554	371	2.7	82	22.1
Auglaize	36	0.1	20	16	17	19	13	0.1	2	(1)
Belmont	1,782	2.3	1,352	430	954	828	563	2.4	90	16.0
Brown	1,288	5.2	1,071	217	674	614	392	5.3	85	21.7
Butler	1,781	2.5	1,004	777	929	852	664	3.0	78	11.7
Carroll	25	0.2	25	.....	10	15	8	0.2	.....	.....
Champaign	1,410	5.4	1,059	351	708	702	461	5.5	43	9.3
Clark	5,583	8.4	2,724	2,859	2,937	2,646	1,921	9.0	204	10.6
Clermont	865	2.9	580	285	435	430	258	2.9	44	17.1
Clinton	939	4.0	524	415	479	460	300	4.2	55	18.3
Columbiana	967	1.3	569	398	499	468	317	1.4	26	8.2
Coshocton	97	0.3	60	37	44	53	33	0.4	3	(1)
Crawford	77	0.2	53	24	52	25	42	0.4	2	(1)
Cuyahoga	8,763	1.4	6,127	2,636	4,519	4,244	3,436	1.7	139	4.0
Darke	376	0.9	25	351	192	184	111	0.9	14	12.6
Defiance	23	0.1	9	14	14	9	12	0.2	3	(1)
Delaware	671	2.5	338	333	291	380	207	2.5	17	8.2
Erie	311	0.8	201	110	173	138	125	0.9	28	22.4
Fairfield	449	1.1	255	194	307	142	83	0.7	8	(1)
Fayette	1,231	5.7	658	573	647	584	383	5.9	80	20.9
Franklin	14,006	6.3	9,379	4,627	7,483	6,523	5,487	7.5	545	9.9
Fulton	6	(2)	4	2	2	4	2	(2)	.....	.....
Gallia	1,875	7.3	945	930	983	892	552	7.5	108	19.6
Geauga	9	0.1	8	1	8	1	8	0.2	2	(1)
Greene	3,970	13.4	2,465	1,505	1,997	1,973	1,221	13.5	218	17.9
Guernsey	489	1.1	271	218	257	232	143	1.1	17	11.9
Hamilton	24,300	5.3	16,963	7,337	12,167	12,133	8,802	6.1	1,474	16.7
Hancock	249	0.7	141	108	125	124	77	0.7	4	(1)
Hardin	556	1.8	353	203	299	257	167	1.8	34	20.4
Harrison	612	3.2	527	85	284	328	151	2.6	19	12.6
Henry	8	(2)	6	2	4	4	3	(2)	.....	.....
Highland	1,379	4.8	850	529	708	671	422	4.9	69	16.4
Hocking	143	0.6	88	55	80	63	53	0.8	13	(1)
Holmes	8	(2)	2	6	3	5	1	(2)	.....	.....
Huron	284	0.8	181	103	158	126	101	0.9	16	15.8
Jackson	708	2.3	268	440	369	339	196	2.4	33	16.8

Jefferson	1,647	2.5	1,442	205	826	821	511	2.4	43	8.4
Knox	323	1.1	233	90	166	157	105	1.1	7	6.7
Lake	237	1.0	167	70	124	113	87	1.2	8	(1)
Lawrence	1,789	4.5	752	1,037	957	832	599	5.9	137	22.9
Licking	432	0.8	275	157	219	213	151	0.9	11	7.3
Logan	777	2.6	400	377	401	376	252	2.7	28	11.1
Lorain	1,521	2.0	593	928	740	781	479	1.9	36	7.5
Lucas	1,918	1.0	1,288	630	958	960	733	1.2	32	4.4
Madison	745	3.7	577	168	410	335	250	4.1	45	18.0
Mahoning	2,083	1.8	1,612	471	1,148	935	845	2.1	61	7.2
Marion	232	0.7	161	71	124	108	79	0.8	12	(1)
Medina	114	0.5	101	13	60	54	36	0.5	7	(1)
Meigs	690	2.7	433	257	353	337	222	3.0	35	15.8
Mercer	115	0.4	84	31	66	49	40	0.5	2	(1)
Miami	1,109	2.5	734	375	563	546	386	2.8	61	15.8
Monroe	90	0.4	40	50	45	45	20	0.3	2	(1)
Montgomery	5,481	3.3	4,033	1,448	2,929	2,552	2,180	3.9	409	18.8
Morgan	147	0.9	69	78	84	63	45	0.9	6	(1)
Morrow	56	0.3	30	26	27	29	17	0.3	1	(1)
Muskingum	1,686	2.9	1,012	674	820	866	504	2.9	60	11.9
Noble	44	0.2	24	20	20	24	11	0.2	1	(1)
Ottawa	31	0.1	23	8	22	9	17	0.2	1	(1)
Paulding	502	2.2	149	353	274	228	147	2.3	23	15.6
Perry	563	1.6	468	95	298	265	176	1.7	21	11.9
Pickaway	695	2.7	497	198	415	280	272	3.3	56	20.6
Pike	717	4.6	381	336	435	282	264	5.9	57	21.6
Portage	192	0.6	47	145	100	92	60	0.6	2	(1)
Preble	265	1.1	83	182	149	116	107	1.4	18	16.8
Putnam	26	0.1	25	1	12	14	9	0.1	.....	.....
Richland	253	0.5	188	65	184	69	139	0.9	5	3.6
Ross	2,382	5.9	1,458	924	1,230	1,152	688	6.0	93	13.5
Sandusky	146	0.4	83	63	72	74	51	0.5	1	(1)
Scioto	1,016	2.1	685	331	603	413	415	3.0	74	17.8
Seneca	157	0.4	55	102	82	75	59	0.4	7	(1)
Shelby	231	0.9	220	11	114	117	63	0.9	7	(1)
Stark	752	0.6	563	189	416	336	301	0.7	22	7.3
Summit	757	0.7	579	178	417	340	263	0.7	29	11.0
Trumbull	208	0.4	121	87	110	98	78	0.5	12	(1)
Tuscarawas	194	0.3	140	54	108	86	54	0.3	15	(1)
Union	264	1.2	183	81	141	123	85	1.3	5	(1)
Van Wert	327	1.1	189	138	166	161	85	1.0	13	(1)
Vinton	213	1.6	16	197	117	96	56	1.6	14	(1)
Warren	729	3.0	402	327	385	344	246	3.2	25	10.2
Washington	1,378	3.0	546	832	702	676	350	2.7	53	15.1
Wayne	70	0.2	70	.....	40	30	16	0.1	4	(1)
Williams	5	(2)	1	4	1	4	1	(2)	.....	.....
Wood	150	0.3	85	65	77	73	43	0.3	6	(1)
Wyandot	21	0.1	10	11	12	9	10	0.2	1	(1)

(1) Per cent. not shown where base is less than 100. (2) Less than one-tenth.

NEGRO LAND OWNERS.

The ownership of the land is usually taken to be a reliable index to the stability and value of citizenship. There is likely to be about the land-owner a self-esteem and an interest in the community development that may not be found among other classes. If one is owner of the soil, then what advances the community makes for his well being and he is therefore usually

to be found among the conservative citizens. His obligations must be met or they may be enforced against his holdings. He is therefore usually reliable in his business transactions.

In the state of Ohio the Negroes operate 1948 farms with a total acreage of 106,742 acres, of this 15,000 acres or 14 per cent. is woodland and 8,386 acres or nearly 8 per cent. is otherwise unimproved. The total value of these farms together with their buildings and implements is \$6,137,353. The improvements in buildings are worth \$1,127,000.00. The present farm values, implements and buildings included, show a gain of 54 per cent. over the holdings of Negroes in Ohio in 1900. This is a splendid showing. The increase in value of buildings is even more notable, amounting to 97 per cent. in ten years. From this fact it would seem that the personal element of thrift and economy has entered into the changed condition as well as the natural increment of increase. The increase in land values might be attributed to the enhanced values consequent upon increasing density of population, development of means of transportation or improvement of means of communication as good roads, etc. In case of stock the added value might be due to natural increase in herds and flocks. None of these causes, however, function in the enhanced value of buildings. With every passing year they deteriorate and an increase of 87 per cent. in this item is conclusive proof of energy, economy, and advancing ideals on the part of the farmer and his family. They are buying or building better houses, larger and better barns, and surrounding themselves with better accommodations for man and beast. Indeed it is no rare spectacle, in riding through the rural districts of Ohio, to see two and sometimes three epochs of progress plainly evident in the buildings on the farm. The first rude and humble home built of logs, chinked with clay or mortar in which the original groom and bride began life fifty, sixty or even seventy years ago, then the board house to which the log cabin gave place when the farm has been paid for and when the

travelling saw-mill was supplying the settler with cheap lumber by taking their pay in boot and cutting all the wealth of Ohio's forests in exchange for lumber for a more pretentious home for each owner of woodland. The saw-mill man usually got several times the worth of the lumber he cut for the farmer but it seemed cheap because it involved no cash outlay. Then when the family grew up and the grandchildren came and the railroad and the interurban began to bring the city into the country and to take the country into the city a more pretentious home replaced the board house which was pushed back to serve for a summer-kitchen and a milk house and storage; sometimes if the family was large it did duty as sleeping quarters for the grown-up boys and the farm-hand. But always there is the sign of thrift and progress and it would be a lesson well worth the time and expense to spend a week motoring through the country and inspecting some of the well equipped and splendidly appointed country homes of Ohio Negroes earned out of the soil, by hard, persistent toil and strict economy. "From shirt sleeves to shirt sleeves is three generations" says the old adage which if true here will soon see the passing of these holdings. Yet it is to be hoped that by wise and wide spread education the younger generation may not follow the example of many white farmers and automobile away the ancestral estate or mortgage the manor for a motor.

The showing in live stock is no less creditable for the Negro farmer of Ohio than is the showing in realty in 1910, he possessed \$764,368.00 in live stock against \$459,967.00 in 1900, or a gain of \$304,401.00 or 66. 2 per cent.

The gain has been as great or greater in all of the others of this group except Indiana which seems to be advancing more slowly than either Illinois, Michigan or Wisconsin. Strange to note Indiana is the only one of this group of states which has maintained to any extent a separate school system and there is much room for social investigation as to the relation existing

between contact and association among the growing generation and the inspiration toward better living conditions. In the face of the argument sometimes offered by supporters of the separate school propaganda this might prove an interesting and profitable study.

Comparing the farm conditions of the Negroes of the East North Central states (Ohio, Indiana, Illinois, Michigan, and Wisconsin) which for convenience we will designate the Ohio-Illinois group with those of the West North Central (Minnesota, Iowa, Missouri, North and South Dakota, Nebraska, and Kansas) which we will call the Missouri-Kansas group, we find the latter group operates 5,600 farms but owns only 3,370 of them, while the Negroes of the East North Central or Ohio-Illinois group operating 4,800, own 3,065, showing a larger per cent. of owners.

Now comparing the value of buildings in these two groups it will be seen that the buildings in the Ohio-Illinois group have a value of \$2,808,546, while the Missouri-Kansas group with 800 more farms with total valuation of \$4,300,000.00 above the Ohio-Illinois group, yet falls below it in value of buildings by nearly \$200,000, thus again showing the higher plain of living maintained by the Ohio-Illinois group of farmers. Ohio is largely to be credited with this difference as within her group though she has but a few more farms than Illinois her nearest group competitor she has nearly twice the value of farm buildings. Maryland alone which has made a remarkable showing in increase in the number of Negro farm owners in the last decade seems to have its farmers better housed than Ohio. However, if allowance be made for the larger percentage of tenants in Maryland, it is quite possible that the Negro farm owner of Ohio is the best housed Negro farmer in the country.

The charge is often made, (particularly by that class of people who are opposed to the Negro having a full and free chance in the race of life) that a higher education spoils the

Negro, or renders him useless as he is educated beyond his environment and out of the sphere of his usefulness.

In the number of its Negro population Greene County stands sixth, being out-ranked by Hamilton, Franklin, Cuyahoga, Clark and Montgomery in the order named. No one of these, however, compares favorably with Greene County in farm holdings.

In acreage of farm land controlled by Negroes, Greene County stands fifth, being out-ranked by Ross with 110 farms and 9000 acres; Washington County, 137 farms and 8500 acres; Pike County, with 110 farms and 7000 acres; Gallia County, 131 farms and 6119 acres: then Greene County with 107 farms and 5200 acres.

But when farm values are considered, a strange inversion occurs and Greene County jumps almost to the head of the column, there being only one county in the state with farm value exceeding Greene County, namely, Ross County with its 9000 acres, valued at \$531,000.00, slightly exceeds Greene whose 5200 acres are valued at \$518,230.00; while the 8500 acres of Washington County have a valuation of \$204,000.00 and the 7000 acres of Pike County have a valuation of \$79,000.00.

In the matter of buildings, Greene County farmers are in a class by themselves, having farm buildings valued at \$141,000 as against \$52,500 for Ross County, its nearest competitor. Here as in the comparison of states it appears that close contact with the uplifting influence of strong educational factors has had its effect upon the standards of living among the Negroes. That Greene County with about one-half the acreage should have her farm valuation nearly equal to that of her only real rival, and should deck her 5000 acres with buildings and homes worth nearly three times as much as those to be found upon the 9000 acres of her sister county calls for a reflective pause.

What part has and does Wilberforce play in thus raising the valuation of land and ideals of the contiguous farmers?

Here again is work for the thoughtful sociologists. This is not a result of intelligence alone, for Ross County shows a slightly lower percentage of illiterates among her entire population, but also a much lower per cent. of school attendance. 93 per cent. of the children, 6-14, attend school in Greene County, and 81 per cent. between the same ages in Ross County. Is it the younger generation that is demanding and getting better housing conditions? These problems involving education and economics are always interesting. Let the reasoning appear indirect if you please, but the fact remains that in the vicinity of the greatest institution of learning operated by the Negroes, the living conditions are best and the valuation of his holdings the highest in the state.

VITAL STATISTICS.

The statistics of mortality have been so often and so widely quoted that it seems unnecessary to quote them at length in this publication. The following facts, however, may prove of interest. In one year about 2300 Negroes and 64,000 whites die in the state of Ohio, but this constitutes about 20 per thousand and only 14 per thousand of the whites. Thus the death rate among the Negroes is about one and one-half times as great as among the whites. The rate is brought up by the high death rate among the Negroes in the larger cities. Though there is also an increase among the whites in the same cities, it advances more rapidly among the Negroes than among the whites. This may readily be accounted for in part by the living conditions, and the food supply. Unsanitary conditions are almost always to be found in the quarters of our large cities occupied by Negroes and the laboring classes of foreigners. Nor is this always the fault of these people particularly of the Negroes, for they are forced more by prejudiced landlords than by high rents, to keep out of the respectable residential sections and in the delapidated quarters of the town. That the Negro rapidly moves to better streets when opportunity offers, is readily at-

tested by the experience of any one of our large northern cities in the last decade and to this same fact the segregation ordinances and laws of our southern cities are infamous witnesses.

The death rate per thousand in a few of the large cities are as follows:

	Cincinnati	Cleveland	Columbus	Dayton
Negro	28.9	19.6	20.4	20.4
White	16.7	14.2	15.0	14.5

In the state outside of the cities: Negro, 17.8; white, 13.0.

Columbus and Dayton seem to have about the average of the better northern cities, and that rate for both black and white is higher in the south than in the north with the single notable exception of the Bronx Borough, New York, when it mounts to 50 per thousand among the Negroes.

Tuberculosis is the Negro's greatest enemy in the cities, claiming more than one-fourth of all who fall in Cincinnati; one-sixth in Cleveland; one-sixth in Columbus; one-fifth in Dayton; one-sixth in Springfield. Other diseases that claim large numbers are heart disease; cerebral hemorrhage; pneumonia claims a little larger per cent. among the Negro than among the white; here again living conditions count. Suicide finds but few victims among the Negroes of Ohio, so that living must be reasonably pleasant.

RELIGIOUS.

The Negro generally is definitely religious, and like most other peoples points with pride to his religious organizations and strength. In the church work the women out-number the men, but not in so large a proportion in Ohio as in many other states. This may indicate a little higher standard among the men of Ohio or it may be that public opinion is slightly more favorable to the churches in Ohio than in most other sections. Ohio reports 34,000 communicants, which is the largest number reported by any one of the North East Central group; of these

12,000 are men. There are 371 organizations with a property valued at one and one half millions, and church debts of less than \$15,000.00. They own also \$100,000 worth of parsonages and 350 Sunday schools manned by 2800 teachers, giving religious instruction to 18,500 children.

OCCUPATIONAL.

The following table gives compactly the principal occupations engaging the attention of the Negroes throughout the United States with the number by sex engaged in each. It shows what a large part of the farm labor of the country is in the hands of the Negroes, male and female, or how nearly the Negro feeds the nation.

Principal Occupations of Negroes in the United States.

SEX AND OCCUPATION.	Number.	Per cent. distribution.
MALES	3,178,554	100.0
Farm laborers	981,922	30.9
Farmers	798,509	25.1
Laborers—Building and hand trades	166,374	5.2
Laborers—Saw and planing mills	91,181	2.9
Laborers—Steam railroad	86,380	2.7
Porters, except in stores	51,471	1.6
Draymen, teamsters, and expressmen	50,689	1.6
Coal mine operatives	39,530	1.2
Laborers, porters, and helpers in stores	36,906	1.2
Waiters	35,664	1.1
Laborers—Road and street building & repairing	33,914	1.1
Cooks	32,453	1.0
Deliverymen—Stores	30,511	1.0
Carpenters	30,464	1.0
Janitors and sextons	22,419	0.7
Barbers, hairdressers, and manicurists	19,446	0.6
Retail dealers	17,659	0.6
Clergymen	17,427	0.5
Longshoremen and stevedores	16,379	0.5
Laborers—Brick, tile, and terra-cotta factories	15,792	0.5
Firemen (except locomotive and fire department)	14,927	0.5
Lumbermen and raftsmen	14,005	0.4
Laborers—Blast furnaces and rolling mills	13,519	0.4
Hostlers and stable hands	12,965	0.4
Laborers—Public service	12,767	0.4
Brick and stone masons	12,401	0.4
Garden laborers	11,801	0.4
Laborers—Domestic and personal service	10,380	0.3
All other occupations	500,699	15.8
FEMALES	2,013,981	100.0
Farm laborers	967,837	48.1
Laundresses (not in laundry)	361,551	17.9
Cooks	205,939	10.2
Farmers	79,309	3.9
Dressmakers and seamstresses (not in factory)	38,148	1.9
Teachers (school)	22,441	1.1
Nurses (not trained)	17,874	0.9
Chambermaids	14,071	0.7
Laundry operatives	12,196	0.6
Housekeepers and stewardesses	10,021	0.5
All other occupations	284,594	14.1

What the Negroes in Ohio Do.

The following shows in brief form the wide field of labor and productiveness occupied in Ohio by the Negro and comparisons may be made with the table just given to indicate the true occupational station of the Ohio Negro. One pleasant surprise is that about the only occupation worth mentioning in which the Negro is not engaged is that of BREWER.

SEX AND OCCUPATION.		Negro.
Males		41,243
Agriculture, forestry, and animal husbandry:		
Corn shellers, hay balers, grain threshers, etc.		15
Dairy farm laborers		22
Dairy farmers		5
Ditchers		32
Farm and dairy farm foremen		9
Farm laborers (home farm)		405
Farm laborers (working out)		2,727
Farmers		1,620
Fishermen and oystermen		2
Florists		2
Fruit growers and nurserymen		4
Garden laborers		128
Gardeners		106
Greenhouse laborers		46
Lumbermen, raftsmen, and woodchoppers		26
Orchard and nursery laborers		36
Poultry raisers and poultry yard laborers		8
Stock herders, drovers, and feeders		24
Stock raisers		3
Extraction of minerals:		
Foremen, overseers, and inspectors		3
Operators, officials, and managers		4
Coal mine operatives		1,004
Oil and gas well operatives		3
Quarry operatives		257

Manufacturing and mechanical industries:

Apprentices—	
Apprentices to building and hand trades	20
Other apprentices	13
Bakers	25
Blacksmiths	187
Boiler makers	16
Brick and stonemasons	345
Buffers and polishers (metal)	25
Builders and building contractors	255
Butchers and dressers (slaughterhouse)	16
Cabinetmakers	4
Carpenters	361
Compositors, linotypers, and typesetters	20
Coopers	23
Electricians and electrical engineers	35
Engineers (mechanical)	4
Engineers (stationary)	208
Engravers	3
Filers and grinders (metal)	14
Firemen (except locomotive and fire department)	364
Foremen and overseers (manufacturing)	69
Forgemen, hammermen, and welders	5
Furnacemen, smeltermen, heaters, pourers, etc.	97
Glass blowers	5
Jewelers, watchmakers, goldsmiths, and silversmiths ..	3
Laborers (n. o. s.)—	
Agricultural implement factories	46
Automobile factories	21
Blast furnaces and rolling mills ²	774
Brass mills	6
Brick, tile, and terra cotta factories	310
Car and railroad shops	81
Cigar and tobacco factories	6
Electrical supply factories	9
Flour and grain mills	6
Furniture, piano, and organ factories	62
Gas works	32
General and not specified laborers	5,395
Glass factories	112
Helpers in building and hand trades	1,059
Iron foundries	278
Lime, cement, and gypsum factories	120
Liquor and beverage industries	13
Oil refineries	9
Paper and pulp mills	133
Potteries	19
Rubber factories	15
Saw and planing mills ²	53
Ship and boat building	6

Males—Continued.

Manufacturing and mechanical industries—Continued.

Shoe factories	8
Tanneries	55
Tinware and enamelware factories	16
Wagon and carriage factories	24
Lithographers	
Machinists and millwrights	167
Managers and superintendents (manufacturing)	12
Manufacturers and officials	41
Millers (grain, flour, feed, etc.)	6
Molders, founders, and casters (brass)	4
Molders, founders, and casters (iron)	205
Oilers of machinery	10
Painters, glaziers, and varnishers (building)	208
Painters, glaziers, and varnishers (factory)	48
Paper hangers	114
Pattern and model makers	4
Plasterers	413
Plumbers and gas and steam fitters	59
Pressmen (printing)	4
Rollers and roll hands (metal)	17
Roofers and slaters	43
Sawyers	15
Semiskilled operatives (n. o. s.)—	
Automobile factories	6
Blast furnaces and rolling mills 2	147
Brass mills	2
Breweries	
Brick, tile, and terra cotta factories	28
Broom and brush factories	32
Candy factories	7
Car and railroad shops 2	28
Cigar and tobacco factories	12
Electrical supply factories	4
Furniture, piano, and organ factories	27
Glass factories	59
Harness and saddle industries	3
Iron foundries	42
Paper and pulp mills	26
Potteries	5
Printing and publishing	18
Rubber factories	15
Saw and planing mills 2	9
Ship and boat building	4
Shoe factories	10
Suit, coat, cloak, and overall factories	26
Tanneries	44
Tinware and enamelware factories	4
Wagon and carriage factories	11

Males—Continued.

Semiskilled operatives (n. o. s.1)—Continued.

Sewers and sewing machine operators (factory) ²	7
Shoemakers and cobblers (not in factory)	43
Stonecutters	13
Structural iron workers (building)	7
Tailors	74
Tinsmiths	23
Tool makers and die setters and sinkers	3
Upholsterers	11

Transportation:

Baggagemen and freight agents	6
Boiler washers and engine hostlers	49
Brakemen	22
Captains, masters, mates, and pilots	
Carriage and hack drivers	76
Chauffeurs	290
Conductors (steam railroad)	9
Conductors (street railroad)	3
Draymen, teamsters, and expressmen ²	1,600
Foremen and overseers (railroad transportation)	10
Hostlers and stable hands	420
Inspectors (steam railroad)	11
Laborers (road and street building and repairing)	2,068
Laborers (steam railroad)	843
Laborers (street railroad)	117
Livery-stable keepers and managers	18
Locomotive engineers	7
Locomotive firemen	18
Longshoremen and stevedores	11
Mail carriers	111
Motormen	2
Officials and superintendents (steam railroads)	1
Proprietors and managers of transfer companies	30
Prop'rs., officials, & managers (telegraph & telephone companies)	
Railway mail clerks	15
Sailors and deck hands	64
Switchmen and flagmen (steam railroads)	21
Telegraph and telephone linemen	3
Telegraph operators	5
Ticket and station agents	1
Yardmen (steam railroad)	2

Trade:

Bankers and bank officials	1
Clerks in stores ¹	60
Commercial broker and commission men	1
Commercial travelers	12
Deliverymen	640
Floorwalkers and foremen in stores	10
Inspectors, gaugers, and samplers	5

Males—Continued.

Trades—Continued.

Insurance agents and officials	11
Laborers (coal yards)	105
Laborers (elevators)	4
Laborers (lumberyards)	64
Laborers (warehouses)	19
Laborers, porters, and helpers in stores	735
Meat cutters	3
Newsboys	95
Real estate agents and officials	24
Retail dealers	420
Sales agents	6
Salesmen (stores)1	81
Undertakers	29
Wholesale dealers, importers, and exporters	9

Public service (not elsewhere classified):

Firemen (fire department)	16
Guards, watchmen, and doorkeepers	103
Laborers (public service)	313
Officials and inspectors (city and county)	17
Officials and inspectors (state and United States)	6
Policemen	45
Soldiers, sailors, and marines	9

Professional service:

Actors	28
Architects	13
Artists, sculptors, and teachers of art	32
Attendants and helpers (professional service)	6
Chemists, assayers, and metallurgists	5
Civil engineers and surveyors	324
Clergymen	8
College president and professors	11
Dentists	2
Draftsmen	6
Editors and reporters	39
Lawyers, judges, and justices	162
Musicians and teachers of music	13
Photographers	75
Physicians and surgeons	49
Showmen	67
Teachers (school)	4
Theatrical owners, managers, and officials	9
Veterinary surgeons	

Domestic and personal service:

Barbers, hairdressers, and manicurists	1,172
Bartenders	131
Billiard and pool room keepers	25
Boarding and lodging house keepers	36
Cleaners and renovators (clothing, etc.)	59

Males—Continued.	
Domestic and personal service—Continued.	
Elevator tenders	197
Hotel keepers and managers	25
Housekeepers and stewards	51
Janitors and sextons	1,270
Laborers (domestic and professional service)	376
Launderers (not in laundry)	75
Loundry operatives ¹	63
Laundry owners, officials, and managers ¹	5
Nurses (not trained)	13
Porters (except in stores)	2,023
Restaurant, cafe, and lunch-room keepers	106
Saloon keepers	66
Servants	2,381
Waiters	1,029
Clerical occupations:	
Agents	10
Bookkeepers, cashiers, and accountants	17
Canvassers	8
Clerks (except clerks in stores)	275
Collectors	8
Messenger, bundle, and office boys ¹	137
Stenographers and typewriters	10
Females	17,593
Agriculture, forestry, and animal husbandry:	
Farm and dairy farm forewomen	8
Farm and dairy farm laborers (working out)	43
Farm laborers (home farm)	18
Farmers and dairy farmers	64
Gardeners	4
Manufacturing and mechanical industries:	
Apprentices—	
Dressmakers' and milliners' apprentices	4
Other apprentices	1
Bakers	6
Compositors, linotypers, and typesetters	3
Dressmakers and seamstresses (not in factory)	944
Forewomen and overseers (manufacturing)	4
Laborers (n. o. s.)—	
Blast furnaces and rolling mills ²	6
Cigar and tobacco factories	3
Clothing industries	3
Electrical supply factories	
General and not specified laborers	124
Potteries	
Rubber factories	
Shoe factories	
Manufacturers and officials	2

Females—Continued.	
Manufacturing and mechanical industries—Continued.	
Milliners and millinery dealers	37
Semiskilled operatives (n. o. s.1)—	
Bakeries	2
Brick, tile, and terra cotta factories	
Candy factories	
Cigar and tobacco factories	100
Clock and watch factories	
Electrical supply factories	
Furniture, piano, and organ factories	9
Glass factories	
Glove factories	
Knitting mills	2
Paper and pulp mills	
Paper box factories	3
Potteries	1
Powder, cartridge, fireworks, etc., factories	
Printing and publishing	1
Rubber factories	1
Shirt, collar, and cuff factories	25
Shoe factories	2
Soap factories	
Suit, coat, cloak, and overall factories	5
Tinware and enamelware factories	
Woolen and worsted mills—	
Weavers	
Other occupations	2
Sewers and sewing machine operators (factory)2	80
Tailoresses	19
Transportation:	
Telegraph operators	
Telephone operators	3
Trade:	
Clerks in stores 2	27
Demonstrators	1
Floorwalkers and forewomen in stores	1
Laborers (warehouses)	4
Laborers, porters, and helpers in stores	20
Retail dealers	48
Sales agents	9
Saleswomen (stores)2	31
Public service (not elsewhere classified):	
Officials and inspectors (state and United States)	
Professional service:	
Actors	14
Artists, sculptors, and teachers of art	5
Attendants and helpers (professional service)	16
Editors and reporters	1
Healers (except physicians and surgeons)	16

Females—Continued.	
Professional service—Continued.	
Musicians and teachers of music	125
Photographers	4
Physicians and surgeons	24
Religious and charity workers	11
Teachers (school)	217
Trained nurses	26
Domestic and personal service:	
Barbers, hairdressers, and manicurists	320
Boarding and lodging house keepers	404
Charwomen and cleaners	258
Cleaners and renovators (clothing, etc.)	15
Hotel keepers and managers	4
Housekeepers and stewardesses	445
Janitors and sextons	113
Laundresses (not in laundry)	5,623
Laundry operatives 2	131
Midwives and nurses (not trained)	149
Restaurant, cafe, and lunch-room keepers	82
Servants	7,486
Waitresses	126
Clerical occupations:	
Agents, canvassers, and collectors	10
Bookkeepers, cashiers, and accountants	24
Clerks (except clerks in stores)	29
Messenger, bundle, and office girls 1	5
Stenographers and typewriters	22

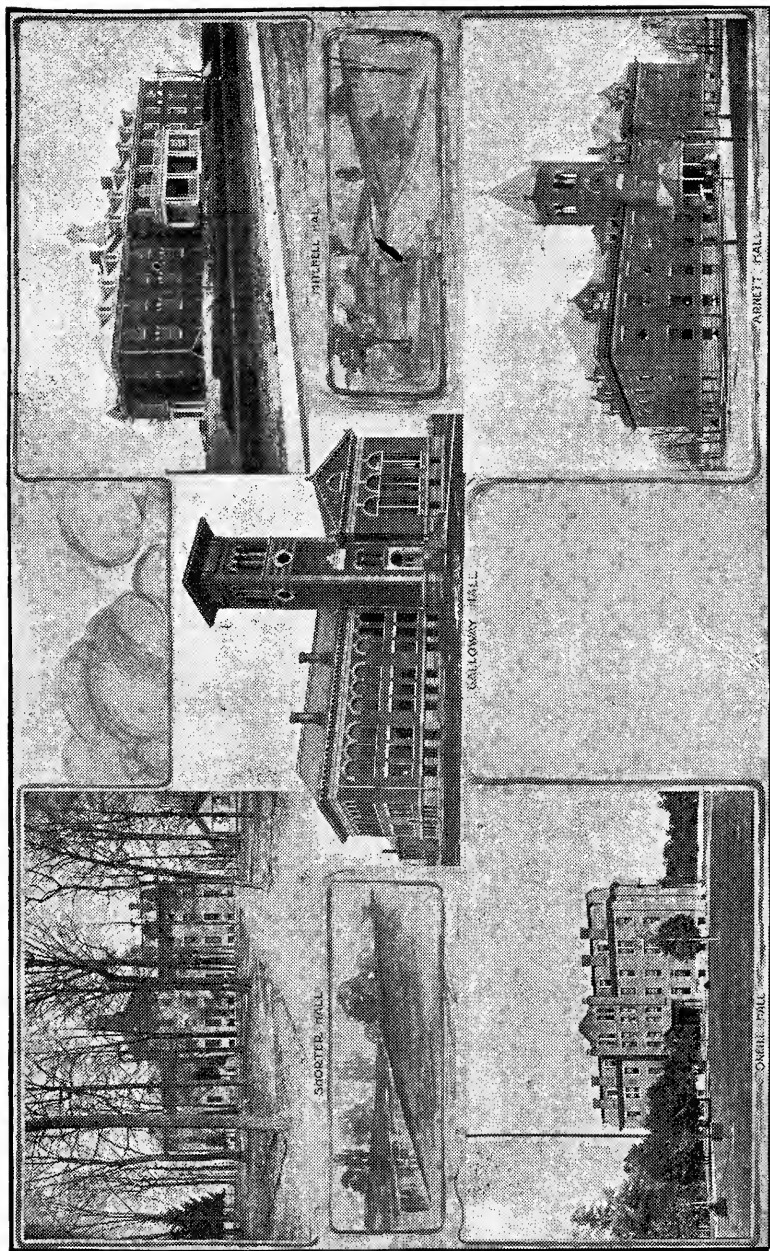
Educational.

WILBERFORCE UNIVERSITY

HISTORICAL SKETCH.

ON SEPTEMBER 21, 1844, a committee was appointed in the Ohio conference of the A. M. E. Church to select a site for a Seminary of learning. One hundred seventy-two acres, twelve miles west of Columbus were purchased and "Union Seminary" projected. In 1847, the school was opened, thus becoming the first school for the education of colored people in this country, the germ which later developed into Wilberforce University. It incorporated manual labor in its plan, and foreshadowed the industrial idea in connection with literary work.

On September 28, 1853, the Cincinnati Conference of the M. E. Church selected a committee which recommended, "the establishment of a literary institution of higher order for the education of colored people generally;" and in May 1856, "Tawawa Springs," a beautiful summer resort in Greene County, Ohio, was purchased, and Wilberforce University had location. By concurrent actions the M. E. and A. M. E. Conferences of Ohio entered into co-operation for the success of the University. It was incorporated, August 30, 1856, and a board of twenty-four trustees selected, including Governor Salmon P. Chase, President R. S. Rust, Ashland Keith of the colored Baptist denomination, and Bishop D. A. Payne. *The broad principle was adopted that there should never be any discrimination among trustees, faculties or students, on account of race or creed.*



A GROUP OF BUILDINGS AT WILBERFORCE.

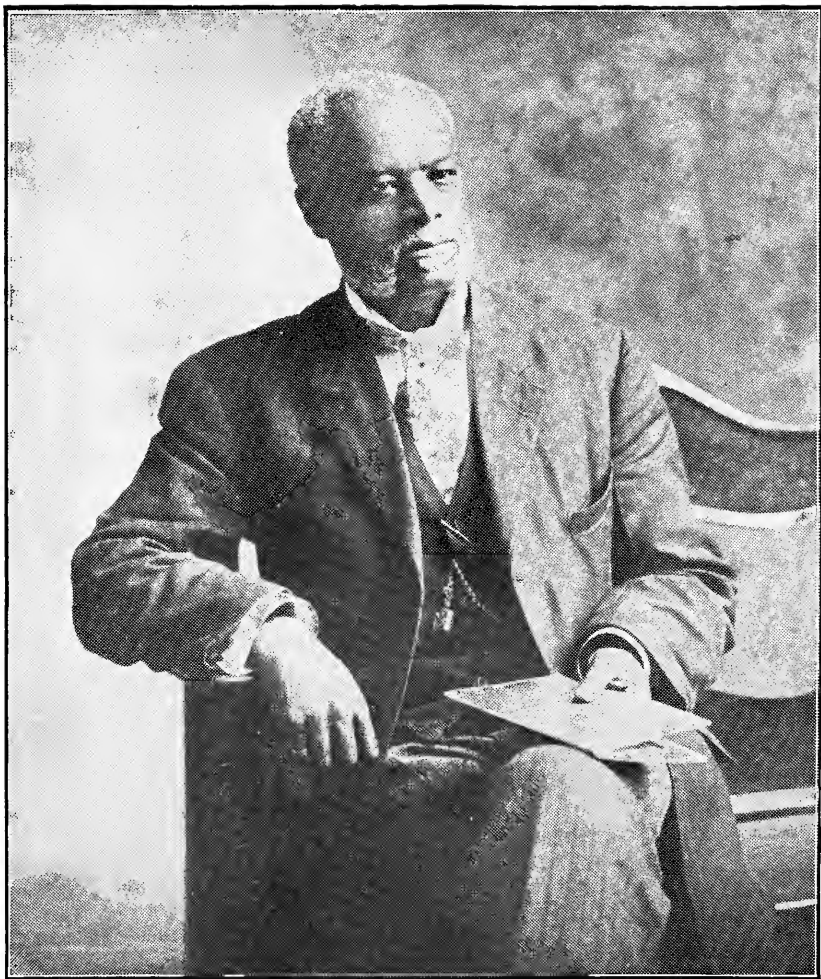
The University began its work in October, 1856, under Rev. M. P. Gladdis as *principal*. He was succeeded by Prof. James K. Parker and Dr. Richard S. Rust, the first *President*. During the first epoch, which terminated with the Civil War, the number of students, largely children of southern planters, varied from seventy to a hundred. Revivals were experienced, and commendable progress was made in literary culture. The war closed the school, and the A. M. E. Church withdrew from the field.

On March 10, 1863, Bishop D. A. Payne purchased the property for \$10,000, and associated with himself Rev. James A. Shorter and Prof. John G. Mitchell. In the re-organization of the University, Bishop Payne became President.

The Union Seminary property was then sold, and proceeds, faculty and pupils were merged into the larger enterprise. On the day Lincoln was assassinated, the main building was burned and the growing work checked. But the heroic founder and his associates redoubled their efforts. Congress in 1870, appropriated \$26,000; Chief Justice Salmon P. Chase bequeathed \$10,000; Avery estate added \$10,000; and the American Unitarian Association gave for lectures, \$6,000.

For thirteen years Bishop Daniel A. Payne presided over the affairs of the University. Under his management the different departments were organized: the Theological in 1865, the Classical and Scientific in 1867, the Normal in 1872, and the Military in 1884.

Rev. B. F. Lee of the class of '72, succeeded to the presidency in 1876. In 1877, President W. S. Scarborough, a graduate of Oberlin College, was appointed to the chair of Latin and Greek, and Mrs. S. C. Bierce (now Scarborough) of Oswego Normal School was called to the principalship of the Normal Department, which was rapidly developed under her management. She was also instructor in Natural Sciences, and insti-



W. S. SCARBOROUGH.

Thirty Years an Instructor—now President.

tuted the movement that resulted in obtaining the present museum, for which Bishop Payne secured the funds.

President Lee continued at the head of affairs eight years. In 1884, President Lee resigned to accept the editorial chair of the *Christian Recorder*, Philadelphia, Pa.

Prof. S. T. Mitchell, of the class of '73, was elected to the presidency in 1884. The University continued a steady growth through subsequent years.

On March 19, 1889, the Legislature passed a law establishing the Normal and Industrial Department. It is supported entirely by the state. It was placed on a financial basis similar to the other State educational institutions, receiving a levy of one-hundredth of a mill of the grand tax duplicate. No higher endorsement of a colored institution can be found in the United States.

On June 18, 1891, Payne Theological Seminary was founded. It has its own board of directors. Bishop Payne was its first Dean, his successor being John G. Mitchell, one of the founders of Wilberforce University, who served until his death in 1900.

January 9, 1884, President Cleveland detailed Lieut. John H. Alexander to organize a Military Department at Wilberforce and instruct in Military Science and Tactics. It is to the honor of Wilberforce that it is the first colored institution, and as yet the only one, to receive such a favor from the general government. The War Department has supplied arms, cannon and equipments to the value of \$4,000. The sudden death of Lieut. Alexander created a vacancy which was filled by the appointment of Lieut. Charles Young, of the Ninth U. S. Cavalry, the only remaining colored officer in the United States Army who is a graduate of West Point.

Professor Mitchell who was failing in health, resigned in 1900. He died the following year.



G. F. WOODSON.
Dean of Theological Department.

Rev. Joshua H. Jones, of the class of '87 was elected President in 1900 and held this position for eight years.

In the same year Bishop Benjamin T. Tanner was elected Dean of the Seminary and held the position until 1902. In 1902 Rev. George F. Woodson a graduate of Drew Theological Seminary, was elected Dean, which position he still fills.

In 1905, Lieut. B. O. Davis, of the Tenth Cavalry was detailed by the War Department to take the place of Captain Young who, after service in the Cuban War, was ordered to the Philippines.

In 1909, Lieutenant John E. Green of the 25th Infantry was appointed to take the place.

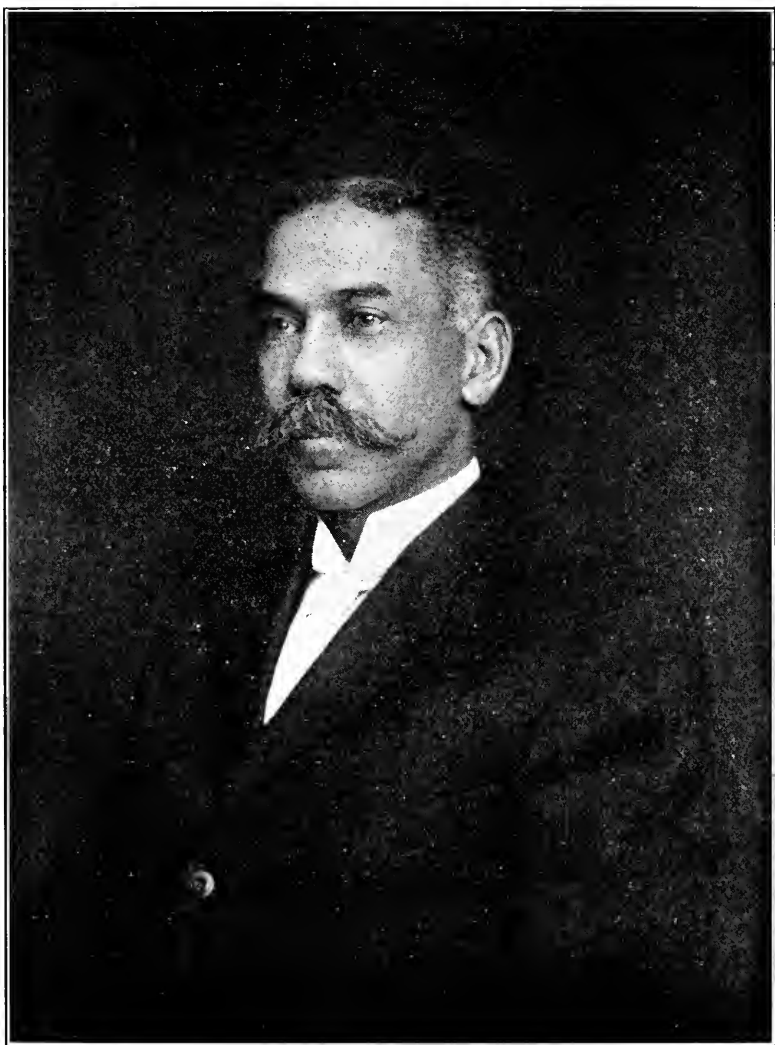
Mr. Andrew Carnegie in 1907 presented the University with a Library Building.

In 1908, Vice-President, W. S. Scarborough, was elected President of the University. Chaplain T. G. Steward was elected Vice-President at the same time.

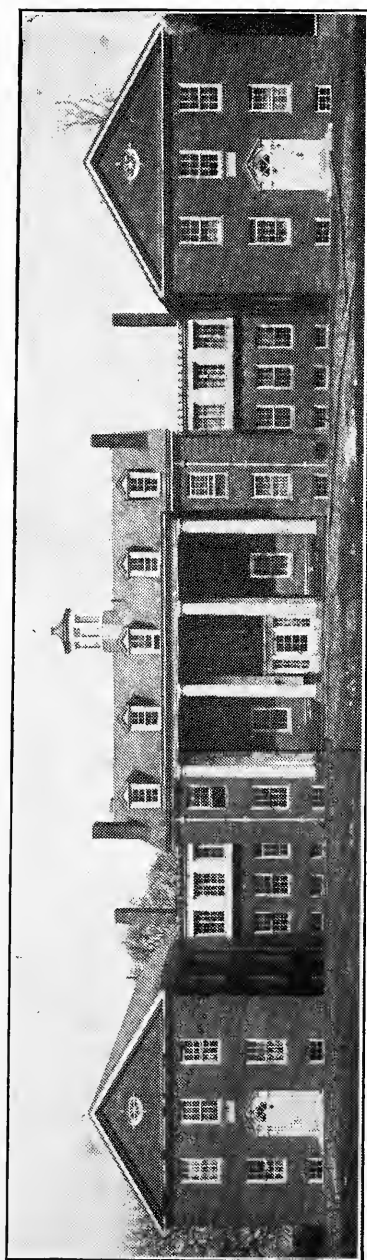
In 1910, Professor Wm. A. Joiner of the class of '88 was called from Howard University to the Superintendency of the C. N. and I. Department.

In 1914, Lieut. B. O. Davis returned to the University as Professor of Military Science and Tactics.

The last session of the State Legislature appropriated funds to erect a gymnasium, a modern recitation building, a small hospital ward to better care for any students who might fall ill. an improved water system and additional accommodations for teachers.



WM. A. JOINER.
Financial Officer and Superintendent of Normal and Industrial Department
who has secured State recognition for Wilberforce.



EMERY HALL.

OFFICERS—1914-15.

WILBERFORCE UNIVERSITY.

William Saunders Scarborough, A. M., LL. D., President.

Executive Board

Rt. Rev. C. T. Schaffer, D. D., President

Rt. Rev. B. F. Lee, D. D., 1st Vice President

Rt. Rev. Evans Tyree, D. D., 2nd Vice President

Rt. Rev. J. H. Jones, D. D.

Pres. W. S. Scarborough, LL. D.

Mr. J. B. Q. Wallace

Rev. Horace Talbert, A. M.

Dr. T. H. Jackson

Dr. John Coleman

PAYNE THEOLOGICAL SEMINARY

Rev. George F. Woodson, D. D., Dean

Officers, Board of Directors

Bishop Evans Tyree, D. D., President

Bishop B. F. Lee, D. D., Vice President

Rev. George F. Woodson, D. D., Secretary

Mr. W. A. Anderson, A. M., Treasurer

NORMAL AND INDUSTRIAL DEPARTMENT

William A. Joiner, S. M., LL. M., Superintendent

Officers, Board of Trustees

Dr. William A. Galloway, President

Joshua H. Jones, Vice President

Dr. J. L. Johnson, Secretary

ADMINISTRATIVE OFFICERS.

WILLIAM SAUNDERS SCARBOROUGH, A. M., Ph. D., LL. D.
President.

THEOPHILUS GOULD STEWART, D. D.
Vice-President.

GEORGE FREDERICK WOODSON, D. D.
Dean of Payne Theological Seminary.

WILLIAM A. JOINER, S. M., LL. M.
*Superintendent and Financial Officer
of C. N. and I. Department.*

GILBERT H. JONES, A. M., Ph. D. (Jena)
Dean of College of Arts and Science.

GENERAL FACULTY.

WILLIAM SAUNDERS SCARBOROUGH

President.

A. B., Oberlin, 1875; A. M., Oberlin, 1880; LL. D. and Ph. D., *causa honoris*, various institutions; Member of American Philological Association, The Archæological Institute of America, Dialect, Folk-lore, Social Science and National Geographical Societies, etc.; Professor of Ancient Languages, Wilberforce University, 1877-1890; Professor of Greek, Hermeneutics and Sacred Geography, Payne Theological Seminary, 1890-1897; Professor of Ancient Languages, Wilberforce University, 1897-1908; present position since 1908.

THEOPHILUS GOULD STEWARD (Chaplain U. S. Army, retired)

Vice President and Professor of History

Course in National School of Elocution and Oratory, Philadelphia, 1878-1879; Graduate of West Philadelphia Divinity School, 1880; D. D., Wilberforce University, 1881; Student, University of Montana, 1897-1898; Chaplain, U. S. Army, 1891-1907; present position since 1907.

GEORGE FREDERICK WOODSON

Dean of Payne Theological Seminary and Professor of

Systematic Theology and New Testament Greek.

Graduate, Drew Theological Seminary, 1893; D. D., Wilberforce University, 1903; A. M. *ibid.*, 1912; Professor of Practical and Historical Theology, Wilberforce University, 1895-1902; present position since 1902.

WILLIAM A. JOINER

Superintendent and Financial Officer C. N. and I. Department.

S. B., Wilberforce University, 1888; LL. B., Howard University, 1892; LL. M., *ibid.*, 1893; Graduate, Teachers' College, *ibid.*, 1896; S. M., Wilberforce University, 1909; Graduate Student, University of Chicago; Instructor in Latin, Washington, D. C. High School, 1898-1904; Director, Teachers' Training School, Teachers' College, Howard University, 1904-1910; present position since 1910.



SHORTER HALL.
First University Building.

GILBERT H. JONES

Dean of the College of Liberal Arts.

A. B., Wilberforce University, 1902; S. B., *ibid.*, 1903; Ph. B., Dickinson College, 1906; A. M., *ibid.*, 1907; Ph. D., Jena, Germany, 1909; Principal, Lincoln High School, Carlisle, Pa., 1903-1905; Professor of Philosophy and Education, St. Augustine Collegiate Institute, Raleigh, N. C., 1909-1910; Professor of Ancient Languages, A. and N. University, Okla., 1910-1914; present position since 1914.

WILLIAM M. BERRY

Instructor in Agriculture and Education

Graduate, Institute for Colored Youth, Philadelphia, Pa., 1892; A. B., Lincoln University, 1894; B. Agr., State College of Pennsylvania, 1898; Student, University of Wisconsin, 1899-1900; A. M., Harvard University, 1904; Student, University of Virginia, summer, 1905; Principal, Grammar School, North East, Md., 1899-1901; Instructor in Education and Science, St. Paul N. and I. School, 1901-1903; Va. Principal, Academic Department, Dinwiddie A. & I. School, Va., 1905-1908; Principal, *ibid.*, 1909-1910; Instructor, Normal School, Baltimore, Md., 1908-1909; Instructor in Education and Agriculture, State College, Dover, Del., 1910-1912; Instructor in Education and Agriculture, Teachers' Training School, Cheney, Pa., 1912-1914; present position since 1914.

HALLIE QUINN BROWN

Instructor in Public Speaking and English

S. B., Wilberforce University, 1873; S. M., *ibid.*, 1890; Principal, Public Schools, Dayton, Ohio, 1873-1875; Principal, Public School, Yazoo City, Miss., 1878-1879; Dean, Allen University, Columbia, S. C., 1885-1887; Dean, Tuskegee Institute, 1892-1893; Lecturer, London Polytechnic Institute; present position since 1912.

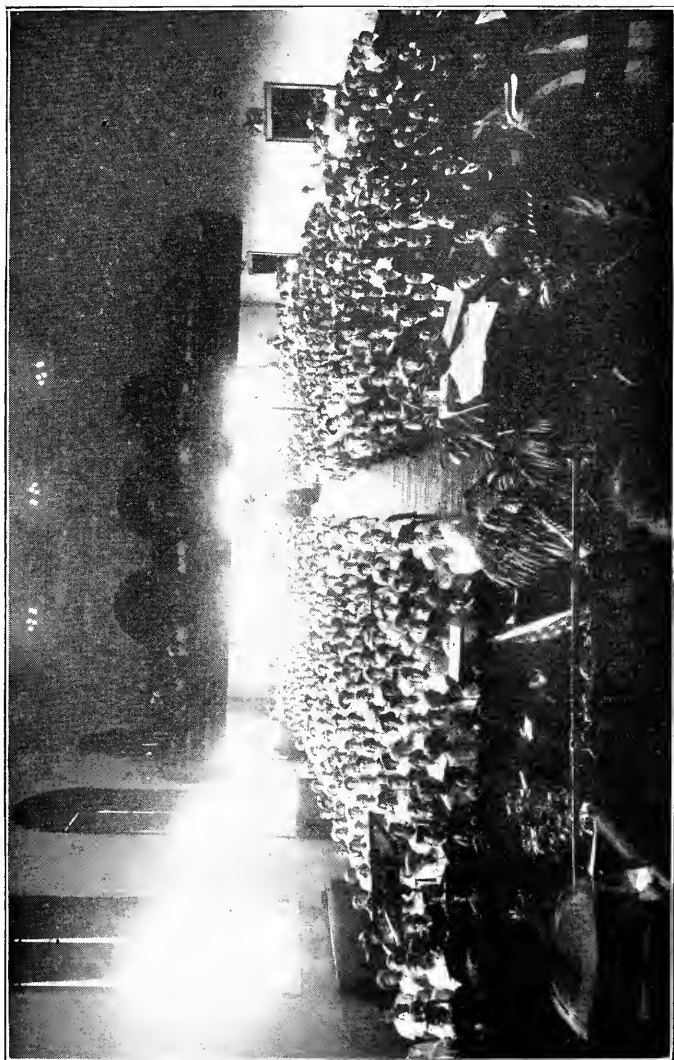
LENORA E. CARRINGTON

Instructor in Primary Methods

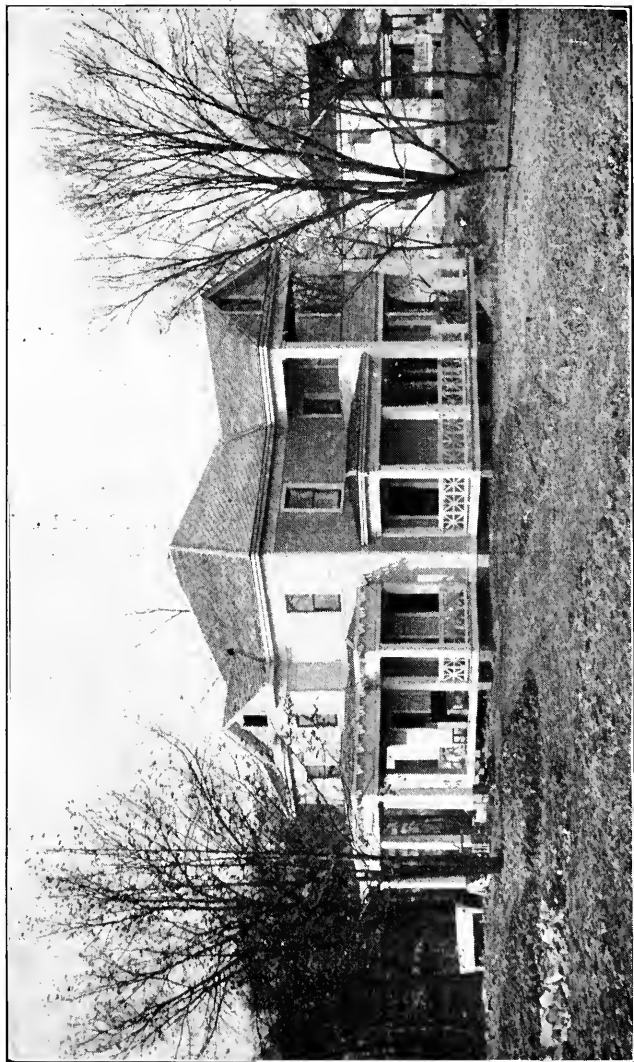
Graduate, Baltimore High School, 1909; Graduate, Baltimore Training School, 1911; Primary Teacher, Grade Schools, Baltimore, 1911-1913; Primary Teacher, Model School, Baltimore, 1914; present position since 1914.

LIEUT. B. O. DAVIS (Ninth Cavalry, U. S. A.)

Professor of Military Science and Tactics



AUDITORIUM—COMMENCEMENT DAY.



SUPERINTENDENT'S HOME.

JULIA C. GEE

Instructor in Plain Sewing and Dressmaking

S. B., Wilberforce University, 1901; Graduate, American College of Dressmaking, 1906; completed one-year Domestic Art Course, Drexel Institute, 1908; Student, University of Chicago, summer, 1913; Instructor in Domestic Art, High School, Ft. Worth, Texas, 1904-1905; present position since 1905.

AUGUSTUS C. GINN

Instructor in Blacksmithing

Present position since 1914.

EDWARD B. GRAY

Instructor in Physical Training

Student, Amherst College, 1908-1908; M. D., Howard University, 1913; Interne, Kansas City General Hospital, 1913-1914; present position since 1914.

BRUCE HENRY GREEN

Professor of Chemistry and Physics

Graduate, Exeter Academy, 1898; Ph. B., Brown University, 1902; S. M., Wilberforce University, 1909; Instructor in French and Science, Wilberforce University, 1902-1909; present position since 1909.

JOHN H. GREEN

Instructor in Plumbing and Steamfitting

S. B., A. & M. College, North Carolina, 1900; S. M. *ibid.*, 1910; Student, Temple University, 1912; Instructor in Drawing and Plumbing, Kittrell College, 1901-1902; Instructor in Drawing and Manual Training, High Point N. & A. School, High Point, N. C., 1902-1907; Principal, Grammar School, Wilmington, N. C., 1907-1910; Superintendent of Industries, State College, Dover, Del., 1910-1913; present position since 1914.

GEORGE W. HENDERSON

Professor of Latin Language and Literature

A. B., University of Vermont, 1877; A. M., *ibid.*, 1880; D. B., Yale, Divinity School, 1883; honorary fellowship, Yale University, 1883-1885; Student, University of Berlin, 1885; Principal, Craftsbury Academy, Vermont, 1877-1880, 1886-1888; Professor of Theology, Straight University, New Orleans, 1890-1904; Professor of Theology, Fisk University, 1904-1909; present position since 1909.

PLEASANT S. HILL

Professor of Historical Theology and Moral Philosophy

D. B., Payne Theological Seminary, 1904; Student, University of Chicago; present position since 1911.

IDA FRANCES HORTON

Instructor in Instrumental Music

Graduate, New England Conservatory of Music; Special Student in Voice Culture and Organ, Pianoforte Normal Course, three years; Teacher of Vocal and Instrumental Music, Storer College, 1911-1912; present position since 1912.

WILLIAM HUNNICUTT

Instructor in Shoemaking

Present position since 1903.

THOMAS H. JACKSON

Professor of Introduction and Practical Theology

D. B., Wilberforce University, 1870; D. D., *ibid.*, LL. D., Professor of Hebrew and Theology, Wilberforce University, 1870-1873, 1884-1892; President of Shorter College, Argenta, Ark., 1895-1898, 1900-1904; Dean of Theological Department, *ibid.*, 1904-1912; present position since 1912.

CHARLES H. JOHNSON

Instructor in Freehand Drawing

Graduate, Wilberforce Normal Department, 1893; Certificate Art Institute of Chicago, 1900; A. M., Morris Brown University, 1914; Instructor in Normal Art and Nature Science, Kittrell College, Kittrell, N. C., 1895-1897; Instructor in Mathematics, *ibid.*, 1897-1900; present position since 1900.

ETHEL M. JONES

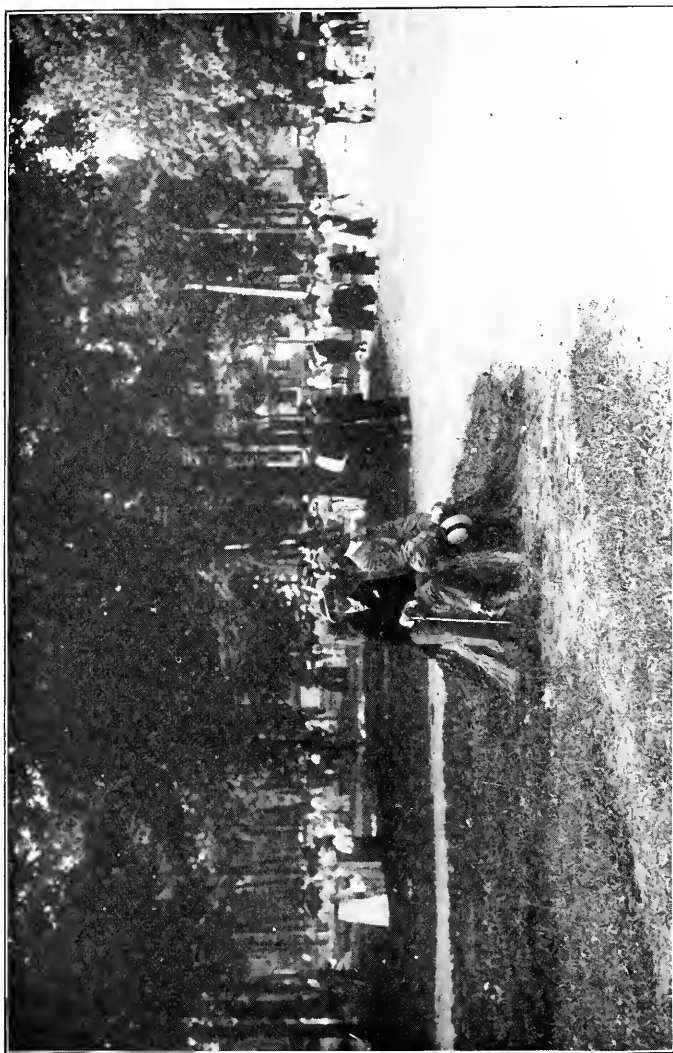
Instructor in Millinery

Graduate, Corning High School, 1905; Millinery and Art Needle Work, West Virginia Institute, 1908; Extension work, Ohio University, 1913; Student, Columbia University, Summer, 1913; Instructor in Millinery and Art Needle Work, St. Paul's School, Lawrenceville, Va., 1908-1912; Teacher, Rendville, Ohio, Public School, 1912-1913; present position since 1914.

FREDERICK ALPHONSO MCGINNIS

Instructor in Printing

Graduate, Normal Course, Wilberforce University, 1903; Printing Course, *ibid.*, 1903; Student, University of Chicago, three and one-half



ON THE CAMPUS.

quarters; Principal, Plymouth (N. C.) High School, 1903-1904; Foreman, Printing Office, Weldon, N. C., 1904; Printing Office, Norfolk, Va., 1905; Instructor in Printing, Curry Institute, Urbana, Ohio, 1905-1906; Teacher, Logan County, Ohio, 1906-1907; present position since 1907.

BESSIE V. MORRIS

Instructor in Cooking

Graduate, Normal Course, Wilberforce University, 1902; Cooking Course, *ibid.*, 1902; Student, Summer School of Domestic Science, Mt. Gretna, Pa.; Student, University of Chicago; Instructor in Cooking, West Virginia Institute, 1902-1909; present position since 1909.

JESSE EDWARD ORMES

Instructor in Bookkeeping and Business Practice

Student, Bryant Stratton and Smith's Business College, Warren, Ohio, 1897; Graduate, Commercial Course, Wilberforce University, 1905; Educational Department, American Bankers' Association; Principal, Richmond Business College, Richmond, Va., 1905-1906; Assistant Manager, North Carolina Mutual Life Insurance Co., 1906-1908; present position since 1909.

SADIE E. OVERTON

Supervisor of Practice Teaching

Student, Fisk University, 1896-1899; B. Ped., Clark University, 1902; Student, University of Chicago, nine quarters; Instructor, Clark University, Ga., 1902-1911; Critic Teacher, Wilberforce University, 1912-1913; Instructor in English, Lincoln High School, Kansas City, Mo., 1913-1914; present position since 1914.

LUTRELLE F. PALMER

Professor of History

A. B., Wilberforce University, 1911; A. B., University of Michigan, 1912; Professor of Latin and Greek, Paul Quinn College, 1912-1913; Assistant Professor of Latin and History, Wilberforce University, 1913-1914; present position since 1914.

NAOMI W. POLLARD

Instructor in Library Economy

A. B., Northwestern University, 1908; Student University of Chicago, 1909; Instructor in English Literature, Lincoln High School, East St. Louis, Mo., 1909-1911; completed course, Library Training Class,

Chicago Public Library, 1912; Junior and Senior Assistant, Chicago Public Library, 1911-1914; present position since 1914.

SAMUEL J. RICHARDS

Instructor in Carpentry and Cabinet Work

Graduate, Normal Department, Claflin University, Orangeburg, S. C., 1897; Student, Teachers' College, Columbia University, 1899-1901; Student International School of Correspondence, Scranton, 1902-1908; Instructor, Claflin University, 1897-1899; Instructor, Rust University, Holly Springs, Miss., 1901-1902; Journeyman and Instructor, Tuskegee Institute, 1903-1907; Superintendent of Industries, Lincoln Institute, Jefferson City, Mo., 1907-1911; Instructor in Carpentry, Langston University, Langston, Okla., 1911-1912; present position since 1912.

ADA A. ROUNDTREE

Instructor in Nursetraining

Graduate, Xenia High School, 1906; Course in Millinery and Sewing, Wilberforce University, 1909; Graduate, Provident Hospital Training School, Chicago, 1913; present position since 1914.

SARAH C. BIERCE SCARBOROUGH

Instructor in English and Methods

Graduate, Classical Course, Oswego State Normal School, 1875; Student, *ibid.*, Summer, 1900; M. Pd., Wilberforce University; 1893; Litt. D., *ibid.*, 1909; Principal, Grammar School, Deposit, N. Y., 1873; Principal, Lewis High School, Macon, Ga., 1876-1877; Assistant, Girls' Private School, Washington, D. C.; Instructor, Washington School, Raleigh, N. C., 1875-1876; Professor of Natural Sciences, Wilberforce University, 1877-1884; Professor of French, *ibid.*, 1884-1892; Principal, Normal Department, Wilberforce University, 1887-1914; present position since 1914.

GEORGE THOMPSON SIMPSON

Instructor in Theory of Music and Voice Culture

Student, Oberlin Conservatory of Music, 1887-1888; Student, Northwestern University, Summers of 1903, 1904, 1905, 1912; Graduate, American Institute of Normal Methods as Applied to the Teaching of Music, 1905; Instructor in Voice and Theory of Music, Morgan College, 1895-1896; present position since 1898.

CHARLES SHELTON SMITH

Instructor in Commercial Course, Shorthand and Typewriting.
Secretary of General Faculty

Academy, Marshall, Ill., 1881; Atheneum Business College, Chicago, 1883; Spencerian Business College, Cleveland, Ohio, 1903; Business College, Oberlin, Ohio, 1904; A. M., A. and M. College, Normal, Ala., 1907; Official Court Reporter, Fourth Judicial Circuit, Illinois, 1887-1899; present position since 1903.

A. WAYMAN THOMAS

Professor of Hebrew and Archaeology

A. B., Lincoln University, 1900; S. T. B., Boston University, 1903; present position since 1903.

GEORGE R. TOMPKINS

Instructor in Mechanical Engineering

M. E., Cornell University, 1907; Machinist, Erie R. R. Co., 1907-1909; Director of Mechanical Department, A. & M. College, Greensboro, N. C., 1909-1911; present position since 1911.

JOSEPHINE T. WASHINGTON

Preceptress

A. B., Howard University, 1886; A. M., *ibid.*, Teacher, Public Schools, Richmond, Va., 1876-1880; Instructor, Normal Department, Howard University, 1886-1888; Instructor, Selma University, Ala., 1888-1889; Instructor, Tuskegee Normal and Industrial Institute, 1895-1898; Preceptress and Instructor in English and Psychology, State Normal School, Montgomery, Ala., 1901-1914; present position since 1914.

AMOS J. WHITE

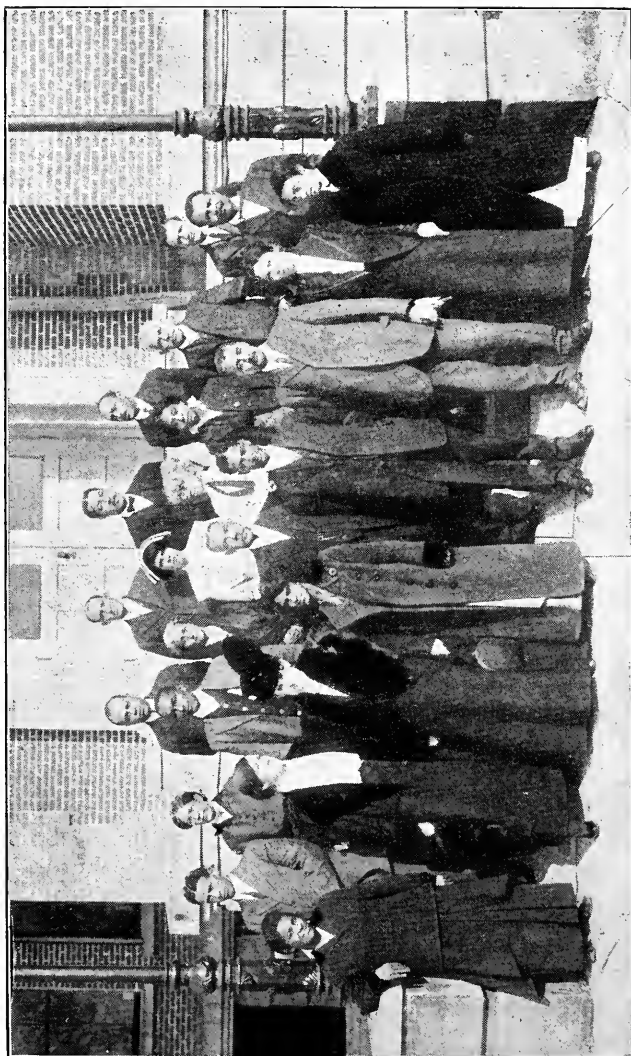
Professor of Greek Language and Literature

A. B., Harvard University, 1906; Student, New England College of Languages, 1907; Professor of Greek Language and Literature, Wiley University, 1908-1912; present position since 1912.

DUDLEY W. WOODARD

Professor of Mathematics

S. B., Wilberforce University, 1903; S. B., University of Chicago, 1906, S. M., *ibid.*, 1907; Instructor in Mathematics and Science, A. & M. College, Ala., 1905; Head of Division of Mathematics, Tuskegee Normal and Industrial Institute, 1907-1914; present position since 1914.



FACULTY OF C. N. AND I. DEPARTMENT.



STUDENTS' BANK—COMMERCIAL DEPARTMENT.

FACULTY—Summer Session, 1914.

W. S. SCARBOROUGH, PH. D., LL. D.,	President of the University
W. A. JOINER, A. M.,	Superintendent of the C. N. & I. Dept.
LEWIS B. MOORE, PH. D.	Director of Summer Session
J. E. ORMES	Registrar
W. E. B. DuBOIS, PH. D.	<i>Lecturer on Economics</i> Editor of the "Crisis"
L. B. MOORE, PH. D.	<i>Education</i> Dean of the Teachers' College, Howard University
DUDLEY W. WOODARD, S. M.	<i>Mathematics</i> Professor of Mathematics, Tuskegee Institute
R. P. SIMS, A. B.	<i>Geography and History</i> Principal of Bluefield Colored Institute, W. Va.
SADIE E. OVERTON, B. PD.	<i>English</i> Teacher of English, Lincoln High School, Kansas City, Mo.
B. H. GREEN, M. S.	<i>Chemistry and Physics</i> Professor of Chemistry and Physics, Wilberforce University
F. J. WORK, A. B.	<i>Music</i> Teacher of Music, Lincoln High School, Kansas City, Mo.
RUTH B. JOHNSON	<i>Primary Methods</i> Teacher, Douglass School, Cincinnati, Ohio
J. V. HERRING	<i>Graphic Art</i>
CHAS. S. SMITH, A. M.	<i>Stenography and Typewriting</i> Head of Commercial Department, Wilberforce University
HATTIE V. EDMUNDS	<i>Physical Culture</i> Instructor in Physical Culture, Public Schools, Washington, D. C.
GEORGE R. TOMPKINS, M. E.,	<i>Mechan'l Drawing & Shop Practice</i> Instructor, Engineering Department, Wilberforce University

BESSIE V. MORRIS	<i>Domestic Science and Economy</i> Instructor, Domestic Science Department, Wilberforce University
JULIA C. GEE, B. S.	<i>Domestic Art</i> Instructor in Sewing and Dressmaking, Wilberforce University
S. J. RICHARDS	<i>Carpentry and Woodworking</i> Instructor in Carpentry & Woodworking, Wilberforce University.
EDNA KING MAXWELL	<i>Millinery</i>

STATE APPROVAL

Teachers' Certificates Without Examination.

The Combined Normal and Industrial Department has been examined by the State Supervisor of Normal Schools and has been placed on the approved list for the training of teachers for elementary schools and special work, such as Domestic Science, Manual Training, etc.

Graduates from this department are entitled to teachers' four-year provisional certificates without examination. After twenty-four months of successful teaching the holder is entitled to a life certificate of the same grade, good any where in the state and recognized in thirty-four other states.

The summer work to be done in the summer school, 1916, and thereafter will entitle those graduating to the same recognition.

Requirement for Admission.

Admission may be by certificate or examination.

For entrance to the teachers' courses, fifteen units of secondary work are required; or graduation from a first-grade, four-year high school course.

Requirement for Graduation.

When the entrance requirements have been fulfilled, two years of study is required for the teachers' diploma. This professional training requires work equivalent to sixty-four semester hours or 96 term credits, together with practice teaching in the primary grades and the seventh or eighth grade of the practice school.

The place that Wilberforce holds in the educational work of Ohio is shown by the following endorsements taken from public addresses of the distinguished gentlemen named:

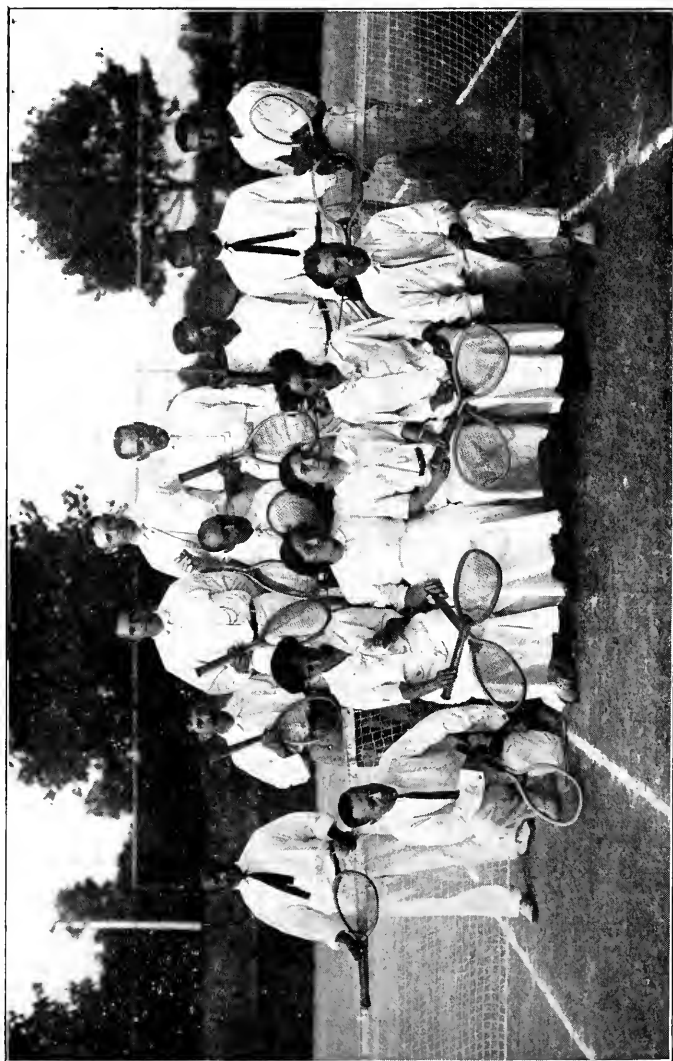
PRESIDENT TAFT—"First, I want to congratulate Wilberforce University on having the influence to bring together so large and intelligent an audience * * * but, what I am anxious to do is to testify to the deep interest I have taken in the progress of that institution of learning, which for fifty years has been in my native State, and has been so full of usefulness for the race and for the country."—From Address of March 8, 1910.

JUSTICE HARLAN—"When we find an Ohio University with the personnel of which Ohio public men are acquainted, endorsed by such men as our honored President and Senator Dick, we may be satisfied that if we help it we are helping a good institution."—From Address of March 8, 1910.

SENATOR DICK—"She (Ohio) is as proud of Wilberforce as of any other institution of learning within her boundaries."



SUPERINTENDENT'S OFFICE—C. N. & I. DEPARTMENT.



TEACHERS' TENNIS CLUB.

Description of Courses.

AGRICULTURE

1. BOTANY, ELEMENTARY. See Biology 1. Credit, 4 hrs.
2. ANIMAL HUSBANDRY. Breeds of live stock. Lectures and recitations on the history and characteristics of different breeds. The origin and development of those breeds of live stock of importance in the United States. Credit, 8 hours.
3. DAIRY HUSBANDRY. The dairy breeds, the dairy types, comparative importance of dairy breeds, with reference to milk production. The equipment necessary to the best management of a market milk-farm; observation of the best dairy practice, lecture study from bulletins and Wing's *Milk and Its Products*. Credit, 8 hours.
4. FARM SOILS. The course includes formation, classification, functions, diseases, fertilizers, tillage, crops, hot beds, cold frames, and green houses. Laboratory work and field excursions. Credit, 10 hours.
5. AGRICULTURAL CHEMISTRY. The work in chemistry treats mainly of sugar, fertilizers, starch and fermentation and the chemistry connected with all of those industrial arts necessary to the comfort, health and general welfare of mankind. Credit, 1 hour.
6. AGRONOMY. Lectures and recitations covering a brief study of the history, classification, cultivation, harvesting and rotation of field crops, their adaptation to soil and climatic conditions. Study includes grasses, legumes, cereals and commercial crops. Credit, 8 hours.
7. ENTOMOLOGY. See Biology 4. Credit, 4 hours.

8. NATURE STUDY. Its content and relation to science, literature and vocational work. Credit, 4 hours.

9. FARM MANAGEMENT. Covers history of agriculture, choice of farm, types of farms, capital, equipment and labor. Credit, 8 hours.

10. HORTICULTURE. Covers the general course in gardens, window gardens, propagation, pruning and cultivation of orchards and small fruits. Credit, 10 hours.

11. GEOLOGY. See Geography and Geology 5. Credit, 3 hours.

12. AGRICULTURE FOR TEACHERS. This course is planned primarily for those who are going to teach. It includes a study of the following subjects: AGRONOMY—soils, plant-structure, functions and diseases, fertilizers, tillage, crops, hotbeds, cold frames, green houses, farm live stock, poultry, bees and dairying. HORTICULTURE—flower and shrub gardens, window gardens, propagation, pruning and cultivation of orchards and small fruits, economic importance of birds and insects, control of injurious insects. Farm building and machinery. Agricultural chemistry and physics as involved in these subjects.

The work is carried on by means of lectures, library and demonstrations. A small laboratory is equipped with a balance, dishes, jars, reagent bottles, test tubes, petri dishes, lenses, a Babcock test, electricity, gas and other appliances for giving demonstrations and practice lessons. Instruction in school gardens constitutes a part of the practice work of those being trained for teachers. Practice teaching in this work is done in the Practice School.

BIBLICAL LITERATURE.

1. THEOLOGICAL ENCYCLOPAEDIA. An introductory course to the study of theology which is designed to acquaint the student with (a) theological terminology, (b) bibliography, and (c) outline of the work of the department of theology. Required of Juniors. Two hours a week first half-year. Credit, 2 hours.

2. INTRODUCTION TO THE CRITICAL STUDY OF THE HOLY SCRIPTURES. Name, place, object and method of the higher criticism; the origin of the books of the Old Testament, their genuineness and integrity. The New Testament; the sources of the life of Christ; special treatment of gospel by St. John, of the historic book of the Acts of the Apostles, of the Pauline Epistles, the general epistles and the Apocalyps. Three hours a week throughout the year. Credit, 6 hours.

3. CHRISTIAN ARCHAEOLOGY. (a) Archaeology of Christian Art, (b) Archaeology of Church Constitution and Government, (c) Archaeology of Christian Worship, (d) Archaeology of Christian Life. This work is based upon the results of the field archaeologists. Required of all seniors. Two hours a week, first half year. Credit, 2 hours.

HERMENEUTICS. History of the methods of interpretation; qualifications of an interpreter. General Hermeneutics—Synonyms; comparison of parallel passages. Special Hermeneutics, Hebrew poetry; figurative language; interpretation of symbols; interpretation of prophecy; Messianic prophecy; harmony and diversity of the Gospels. Required of all seniors. Three hours a week, first half year. Credit, 3 hours.

BIOLOGY.

1. BIOLOGY. This course seeks to give the student a real conception of a few central principles of animal and plant life. Our vicinity is especially rich in suitable material to give a first hand investigation of plant life. The second half year is given to general botany. Structural botany is completed in the second term and systematic and determinative botany begins with the first flowers of spring and keeps pace with the successive bloomings through the spring term.

Note-books and herbariums are kept and the flora of the country identified. Text: Galloway's Zoology, Bailey's Botany. Four hours a week throughout year. Credit, 8 hours.



ARNETT HALL.

2. **BIOLOGY.** A course designed to show the fundamental principles of living things, their relations and environment with a full discussion of the development of the evolution hypothesis and the evidence upon which it is based. Text: McFarland's General Biology. Three times a week, first half-year. Credit, 3 hours.

3. **ZOOLOGY.** The study of animal life continued. The subject is approached from all sides so as to give an idea of the various theories concerned. A well equipped museum offers special advantages for studying the types. Text: Daugherty's Zoology. Three hours a week, second half-year. Credit, 3 hours.

4. **ENTOMOLOGY.** Covers a study of insects and birds; economic importance and control of insects. Study made in the school orchard. Two hours a week, throughout year. Credit, 4 hours.

CHEMISTRY AND PHYSICS.

CHEMISTRY.

1. **GENERAL CHEMISTRY.** A study of the general principles of chemistry. The first half-year is given mainly to the study of non-metals; the second half-year, mainly to metals and their compounds. During the last of the third term the student is given an introduction to qualitative analysis so as to show him that many apparently unrelated facts have real applications. Text: McPherson and Henderson, text and manual.

Three hours a week of recitation and lecture with two double periods of laboratory work throughout year. Credit, 10 hours.

2. **QUALITATIVE ANALYSIS.** A study of the properties, reactions, separation and identification of the elements. In conjunction with these the student is given practice in the analysis of a number of substances.

Prerequisite, Chemistry 1. Text: McGregory's Manual. Three double periods of laboratory work a week. Credit, 3 hours.

3. **QUANTITATIVE ANALYSIS.** A study of the underlying principles of gravimetric and volumetric analysis with laboratory work in the determination of the percentage composition of simple substances.

Prerequisite: Chemistry 2.

Three double periods of laboratory work a week, second half-year. Credit, 3 hours.

4. **CHEMISTRY OF FOODS.** A study of the chemistry of foods, mainly for students taking the course in domestic science who have had one year of general chemistry. The aim of the course is to acquaint the student with the composition and values of foods, adulterants, frauds and simple methods for their detection. The laboratory work gives practical applications in the testing and analyzing of typical food products.

Two laboratory periods a week, first and second terms. Credit, 2 2-3 hours.

5. **AGRICULTURAL CHEMISTRY.** See Agriculture.

PHYSICS.

1. **ELEMENTARY PHYSICS.** An elementary course in mechanics, heat, light, sound and electricity. Text: Hoadley's Essentials, Linebarger's Laboratory Manual.

Three hours of lectures and recitations and two laboratory periods a week. Credit, 10 hours.

2. **ADVANCED PHYSICS.** A presentation of the fundamental measurements of length, mass, etc. Determination of surface tension, density, sound, light and electricity. Open to students who have had trigonometry. Required of candidates for S. B. degree.

Texts: Miller's Laboratory Physics, Hasting and Beach's General Physics.

Two hour of lectures and recitations and two laboratory periods a week. Credit, 8 hours.

DRAWING AND NORMAL ART.

1. Freehand drawing, original designing, blackboard designing, developing scales, freehand perspective, out-door sketching, water color, and crayon work.

2. Flat wash and applied designing, title pages, wall paper, rugs, stories illustrated. Construction work, rattan and raffia.

3. Decorative designing. (a). Theory and practice including harmony of line, plant analysis, conventionalization, book-cover designing. (b). Ornament. Problems of interior decoration, furniture designing, freehand lettering. Medium: charcoal, pastel water coloring. (c). Freehand perspective—training eye to see and distinguish fact from appearance.

Teacher's Course.

4. (a). History of art. The lives of great artists, lectures on fine art. The social teaching of art. (b). Sketch work, applied designing, constructive work. Psychology of drawing in child training. Drawing from cast.

5. (a). Method and application in public school art designing and constructive work, weaving, building, modeling. (b). The text-books for school art instruction reviewed and methods of school practice illustrated.

ECONOMICS AND SOCIAL SCIENCE.

1. ECONOMICS. This course is intended to give the student an understanding of the problems of economics. The problems are studied theoretically and discussed practically in the light of their effects upon modern business, industry and social conditions. The theoretical schemes of labor, capital, wages, rent, profit and interest are investigated. Trade unions, their justification, function and service to labor; the benefits of imposed duties for revenue and protection; the effects of tariffs upon trade; the attitude of political parties on these questions and the effect of governmental legislation upon them all are fully dis-

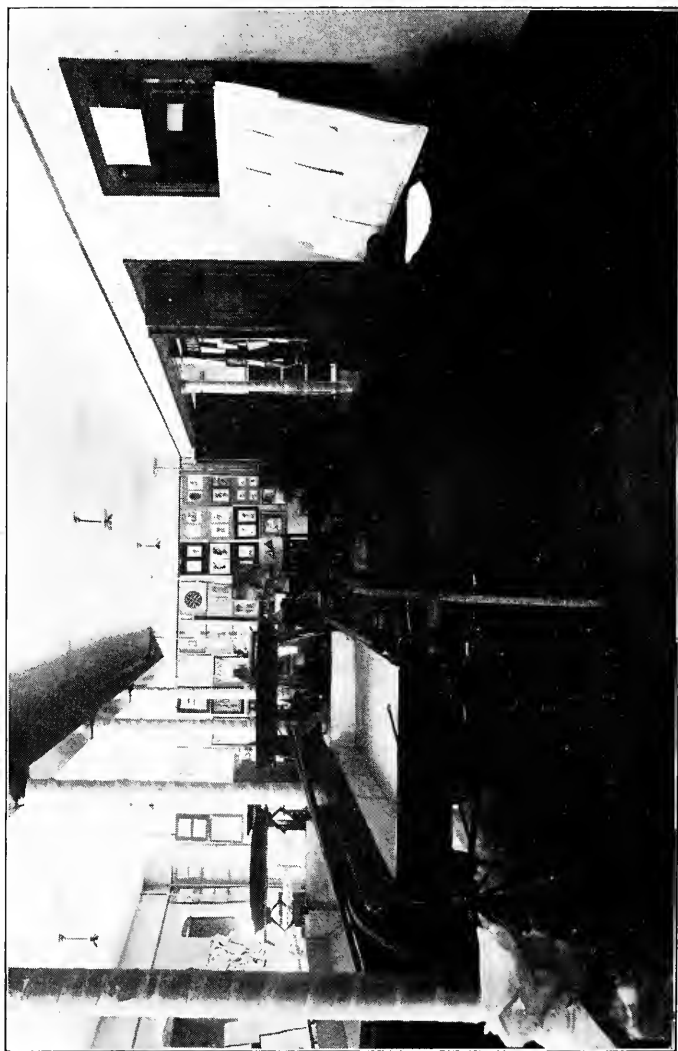
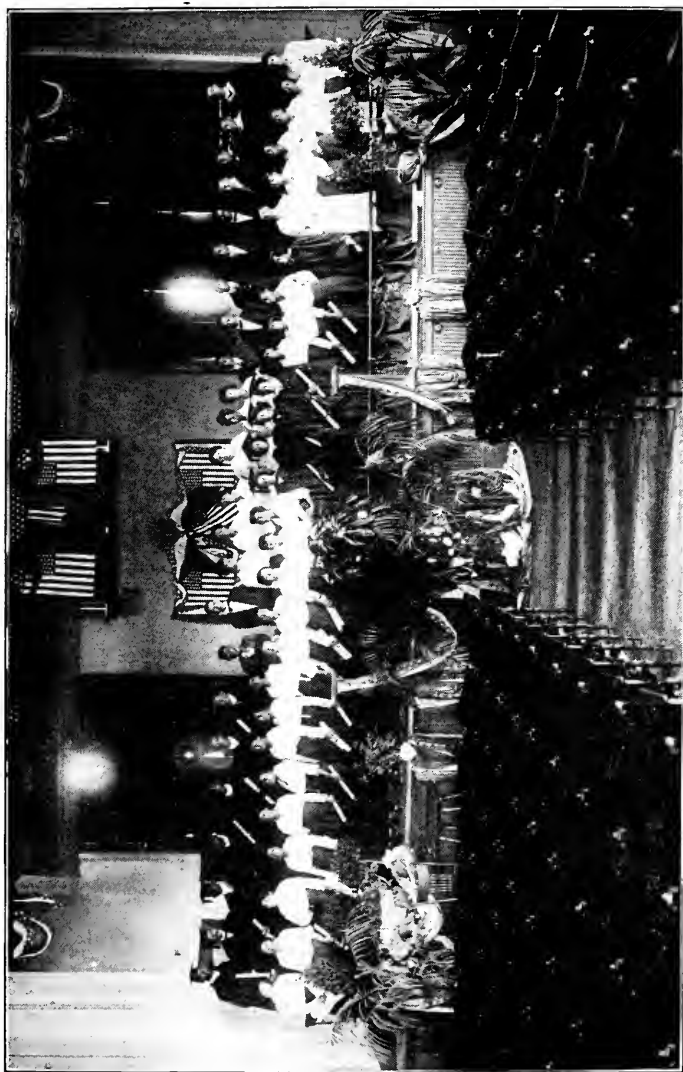


EXHIBIT WORK—ART AND HANDICRAFT.



GRADUATING CLASS—1915.

cussed. Banking and money, with the schemes incident to their functioning in "big" and "little" business are discussed in lectures. The course also includes a study of consumption and distribution with the problems connected with them because of the organization of modern society, industry and commerce.

Text: Walker. Required of College and Commercial students. Three hours a week first half-year. Credit, 3 hours.

2. ANTHROPOLOGY. This course deals with the problems of the relation of man to lower animals both in organic structure and in function. It also treats of the structural difference between the animal brain and the human brain and the apparent differences in their mental, moral and physical habits. The current views of the subject matter of the science are studied and discussed. The course requires considerable collateral reading. Lectures are given upon selected topics. Text: Dieserud, *Introduction to Anthropology*. Three hours a week, first half-year. Credit, 3 hours.

3. SOCIOLOGY. This course aims to introduce the student into the theory and principles of the science involving the psychic elements in man that make for and against human progress. The biological as well as the psychological aspect of the subject is developed parallel with the general theory. Investigation is made into certain special divisions of the science. Statistics, maps and charts on various phases of the subject are studied. A review is made of certain aspects of the "Negro Problem."

Text: Dealy and Ward, *Sociology*. References: Ward, *Applied Sociology and Psychic Factors of Civilization*; DuBois, "Atlanta Publications." Three hours per week, second half-year. Credit, 3 hours.

4. EDUCATIONAL SOCIOLOGY. (See Education 6).

5. RELIGIOUS SOCIAL ENGINEERING. This course is offered with a view of acquainting the student with a knowledge of social conditions as they exist in the field. It is the purpose to enable him to make a study of the social, commercial, racial,

economic and Christian relationships of the people among whom he may labor and to apply himself to the betterment of their temporal and spiritual conditions.

Instruction is given by text-book and lectures. Two hours a week, first half-year. Credit, 2 hours.

6. SOCIAL TEACHING OF JESUS. Text: Shailer Matthews. Two hours a week, second half-year. Credit, 2 hours.

EDUCATION.

1. GENERAL PSYCHOLOGY. See Philosophy 1. Prerequisite to other courses in psychology. Three hours a week, first term. Credit, 2 hours.

2. EDUCATIONAL PSYCHOLOGY. This course gives especial attention to the mental development of the child and to the application of psychology to child training. A discussion of the functions, aspects and processes of consciousness based upon a study of the nervous system, with emphasis upon those processes which have relation to educational problems. Stress is placed upon such topics as attention, interest, correlation, apperception and habit.

Texts: King—The Psychology of Child Development. Three hours a week, second and third terms. Credit, 4 hours.

3. PRINCIPLES OF TEACHING AND GENERAL METHOD. A discussion of general principles of teaching as determined by psychology and the subject matter. The work of the course includes a study of the processes of education—inductive and deductive; the application of the principles of teaching to various subjects; and the formulation of lesson plans illustrating the steps in the development of the lesson. Frequent consultation of the reference library required.

Text: Thorndike's Principles of Teaching. McMurry's—The Methods of the Recitation. Three hours a week, second half-year. Credit, 3 hours.



HOSPITAL ROOM—GIRLS' DORMITORY.

4. HISTORY OF EDUCATION. The aim of this course is to give an understanding of present educational ideas, practices and tendencies. The kind of material considered are (1) description of social conditions; (2) principles of educational theory; (3) description of school practice. Changes in educational theories are traced in connection with social changes and those educational movements and reformers that have modified school practice. A study of at least four educational classics supplements this work.

Texts: Monroe's Brief Course in the History of Education. Graves'—A History of Education (In modern times). Three hours a week, first half-year. Credit, 3 hours.

5. SCHOOL ORGANIZATION. The work of this course embraces (1) School Management—A discussion of all topics pertaining to school economy, discipline and general management, as well as to organization and the duties of the teacher; (2) The elementary course of study—A discussion of the fundamental principles in the making of a course of study, of essential and non-essential matter in text-books, and the organization of the indispensable elements into a course of study; (3) School Laws—A study of school laws bearing upon rural schools, certification of teachers, finances, and courses of study.

Texts: Bagley—Class-room Management, Official Bulletins. Three hours a week, first half-year. Credit, 3 hours.

6. EDUCATIONAL SOCIOLOGY. The following topics present the problems to be studied:—definition of social efficiency; the relation of the school to society; social activities connected with school life; interreaction of school and community; methods of managing pupils on playground, etc. with a view to attaining the social ideal of our educational system.

Text: O'Shea—Social Development and Education. Three hours a week, first half-year. Credit, 3 hours.

7. PRACTICE TEACHING. This course requires the teaching of at least two major subjects and one minor subject each

for one term. In addition to this, each pupil-teacher will at some time during the year, have full charge of a room for a week. The work of this course is preceded by observation and conference. The readings of the Ohio Teachers' Reading Circle constitute a part of the work of this course. Practical experience in teaching classes is obtained in the Model School (primary grades) and the Practice School (grammar grades).

Five hours a week, throughout the year. Credit, 10 hours.

8. PRIMARY METHODS. This course aims to give students theory and practice in teaching the following:—Reading, phonics, writing, number, nature, stories, poems, music, drawing, and manual training. The students have the opportunity to observe teaching in the Model Primary School which at present has kindergarten, first and second grade classes. Time is also given for conferences with the teacher. During the first term the time is given for observation, conferences and study of special methods; during the second, special methods and observation are continued with some practice teaching; during the third, it is the plan to give the time chiefly to practice and conferences.

Two hours a week, throughout the year. Credit, 4 hours.

9. READING AND METHODS. This course includes a discussion of literary materials for the elementary grades. The methods of teaching reading are compared and the advantages and disadvantages of each method brought out. Stress is laid upon how best to present both the mechanical and the thought side of reading. Other features of the work are oral reading, story telling, and interpreting classics for the upper grades.

Text: McMurry's Special Methods in Reading. Three hours a week, first term. Credit, 2 hours.

10. GRAMMAR AND METHODS. English grammar is thoroughly reviewed, the interpretation now being that of the teacher who is to present this work to young students. Attention is given to the early development of the English language

—its elements, inflection and other difficulties. Lesson plans are made.

Three hours a week, second and third terms. Credit, 4 hrs.

11. **METHODS IN GEOGRAPHY.** This course deals primarily with a selection of materials suitable for the elementary grades; the uses of appliances and illustrative materials; the formulating of plans for lessons; and methods of teaching geography in the elementary school.

Four hours a week, first half of second term. Credit, 1 1-3 hours.

12. **HISTORY MATERIALS AND PROBLEMS.** Some of the topics considered are: the place of history in the school program; history suitable for primary, intermediate and grammar grades; type courses in the study of history for the elementary school; supplementary reading for teacher and pupil. Texts are examined and compared.

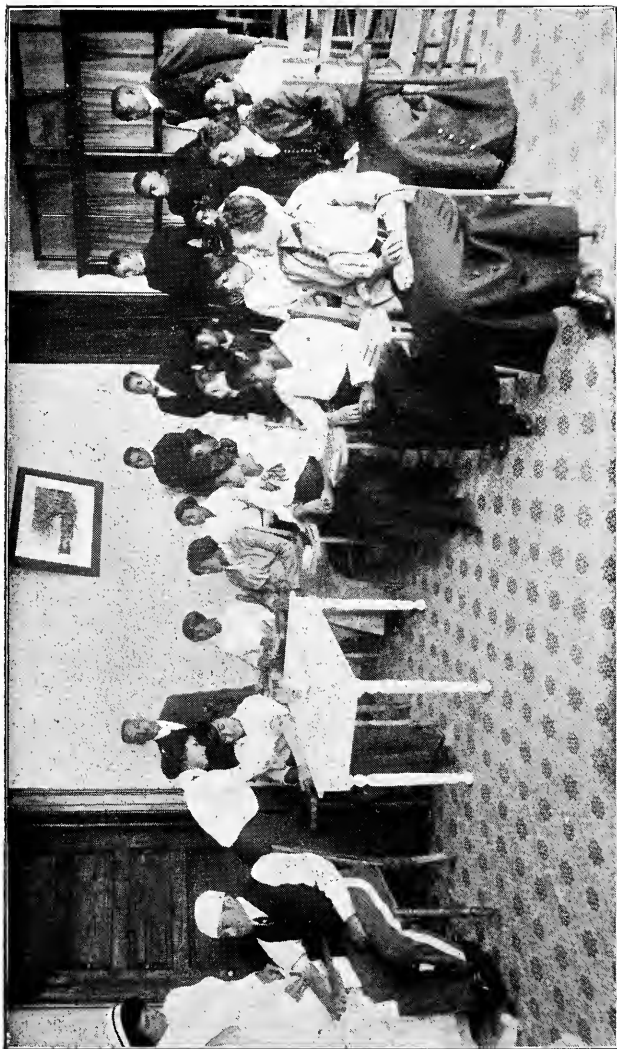
Text: Bliss' History in the Elementary Schools. Two hours a week, second term. Credit, 1 1-3 hours.

13. **THE TEACHING OF HISTORY.** A discussion of the methods of presenting materials selected to pupils in the elementary school. Lesson plans are made an important feature of the course. Text: McMurry's Special Method in History. Two hours a week, third term. Credit, 1 1-3 hours.

14. **SCHOOL HYGIENE AND SANITATION.** A review of the physiology of the human body; a study of the laws of health; methods of presenting these facts to elementary school children; a discussion of important questions of sanitation—heating, lighting, ventilation, etc.—with particular reference to the school room.

Three hours a week, half-year. Credit, 3 hours.

15. **THE TEACHING OF ARITHMETIC.** A critical review of standard texts, methods of correlating arithmetic with the interests of the student. Collection and classification of real



CLASS IN FIRST AID.

problems from local community. Introduction to the standard and current literature upon the pedagogy of arithmetic.

Text: Stamper's Text Book in the Teaching of Arithmetic. Two hours a week, throughout year. Credit, 4 hours.

16. PUBLIC SCHOOL MUSIC. See music.

17. INDUSTRIAL EDUCATION. This course includes (1) the historic background for industrial education; (2) a consideration of the various influences upon the evolution of the present program of studies; (3) the attitude of social workers, manufacturers, labor leaders and educators towards industrial education and the various types of industrial schools; (4) the various types of industrial schools and the social, economic and industrial conditions determining the same; (5) state and national legislation; (6) programs of study and outlines of lessons in industrial schools; and (7) the relation of industrial education to vocational guidance.

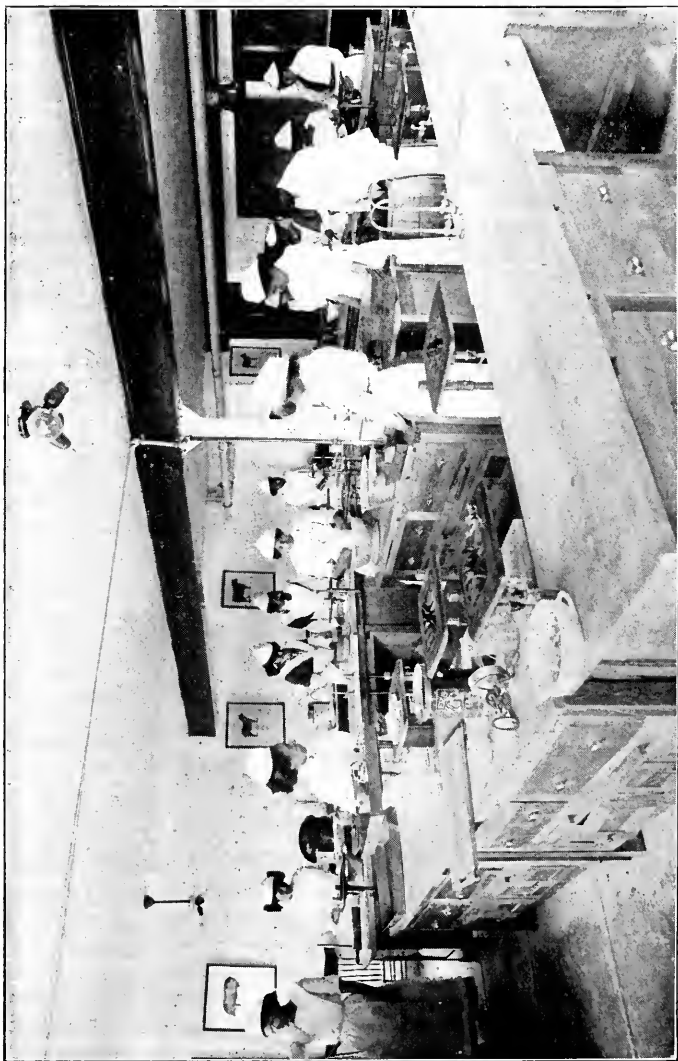
Text: Leavitt's, Examples of Industrial Education. Government bulletins and publications of educational societies. Credit, 4 hours.

18. AGRICULTURE FOR TEACHERS. See Agriculture.

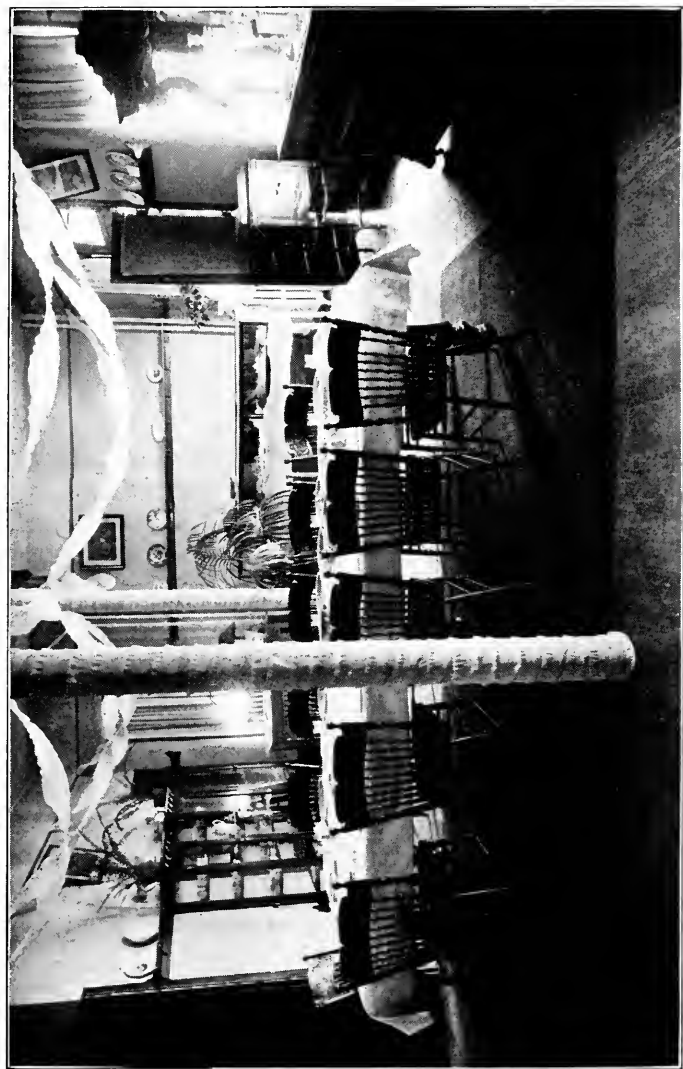
19. SUNDAY SCHOOL TEACHER TRAINING. It is the purpose of this course to impart by instruction from text-book and library research, a good knowledge of the Bible and of Sunday school methods and so equip students not only for Sunday school class work but for the general official work of the school. Opportunities for practical work are afforded in the local and neighboring churches. The course is elective.

Part I. 1914-15. The Bible:—The Teacher's Study of the Bible; The Bible in the Making; The Land of Palestine; History of the Hebrews; The World in Jesus' Day; The Teaching Values of Different Parts of the Bible.

Part II. 1915-16. (a) The Pupil:—The Period of Childhood; The Adolescent Period; Adult Life. (b) The Teacher:—



DOMESTIC SCIENCE CLASS.



MODEL DINING ROOM—DOMESTIC SCIENCE DEPARTMENT.

Methods of Teaching; Enlisting the Pupil's Activity; Some Ultimate Conditions of Success. (c) The School:—The Church of Our Lord; School Organization and Administration; The Week Day Work of the School; Building up a School; The Final Test.

One hour a week, throughout year. Credit, 1 hour.

ENGLISH.

1. This course carries with it writing of themes and reading and criticising of them in class. Especial attention is paid to grammar, spelling and word forms. Themes, once a week; text, twice a week; class reading with discussion on words and passages assigned for study. At the end of the assigned time one hour is devoted to the review of the book selected for home reading.

Text: Merrill, High School English, Book 1. Classics for study: Sketch Book, Selections (10 weeks); The Vicar of Wakefield (5 weeks); Treasure Islands (9 weeks); Courtship of Miles Standish (5 weeks); Merchant of Venice (7 weeks). Home reading (one to be completed each term): Tom Brown's School Days; The Call of the Wild; The Great Stone Face.

Five hours a week, throughout year. Credit, 10 hours.

2. This course will be conducted as Course 1.

Text: Merrill's High School English, Book II. Classics for study: Lady of the Lake; The House of Seven Gables; Julius Caesar; Birds and Bees; Vision of Sir Launfal. Books for home reading (one to be completed each term): Tom Sawyer; The Man Without a Country; Pilgrim's Progress.

Four hours a week, throughout year. Credit, 8 hours.

3. This course is conducted as Course 1.

Text: Trent's History of American Literature (half-year). Genung's Practical Elements of Rhetoric (half-year). These texts are used twice a week. Classics for study (six weeks each): A Tale of Two Cities; Sir Rodger de Coverly Papers;

Carlyle's Burns; Sesame and Lilies; Milton's Minor Poems; Silas Marner. Books for home reading (2 months each): Ivanhoe; The Passing of Arthur; Henry Esmond; Hugh Wynne.

Four hours a week, throughout year. Credit, 8 hours.

4. This course will be conducted as Course 3.

Text: Moody and Lovett, History of English Literature (half-year); Lockwood and Emerson, Composition and Rhetoric (half-year). Classics for Study: Prologue to Canterbury Tales (6 weeks); Speech on Conciliation (9 weeks); Macbeth (9 weeks); Ancient Mariner (6 weeks); Selected Poems of Browning (6 weeks). Books for home reading: Pride and Prejudice; Lancelot and Elaine; The Last of the Mohicans.

Four hours a week, throughout year. Credit, 8 hours.

5. COMPOSITION. Composition and rhetoric considered in review. Especial attention is given to the sentence and paragraph. Theme writing is required twice a week throughout course.

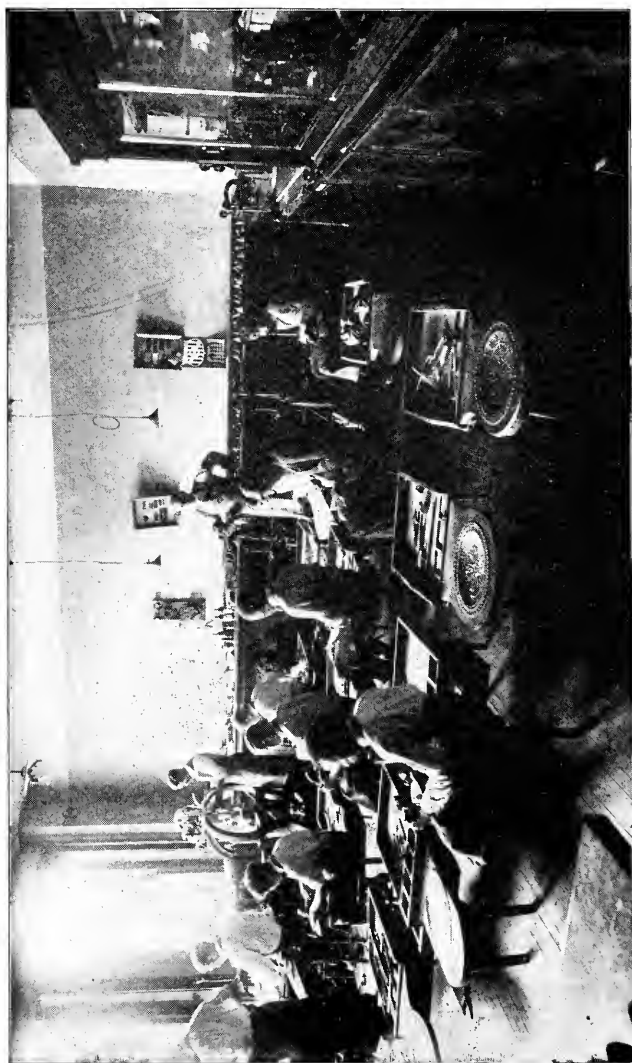
Three hours a week, first half-year. Credit, 3 hours.

6. This is a study of the forms of discourse—narration, description, exposition and argumentation including a study of carefully selected specimens.

Text: Cairns, Forms of Discourse. Required of college freshmen.

Four hours a week, first half-year. Credit, 2 2-3 hours.

7. This is a course in rhetorical theory and critical analysis. It aims to unfold to the students the leading requisites of systematic constructive composition. The principles of rhetoric are taught in their fuller comprehension and the rules by which these ends are attained learned in theory and then mastered in practice. The course includes a special training in the choice, mastery and organization of material by the use of the word, sentence and paragraph as governed by the laws of style. Required of freshmen.



SHOEMAKING DEPARTMENT.

Text: Genung, *Outlines of Rhetoric and Rhetorical Analysis*. Four hours a week, second term. Credit, 2 1-3 hours.

8. ARGUMENTATION AND DEBATING. This is a course intending to give the theory and practice of argumentation and debating. Theory here is made the stepping-stone to practice. Many specimens of standard argumentation are studied and the system or argumentative analysis outlined and discussed. The stating of propositions, their analysis, the finding of issues and the formulating of evidence as well as the testing of it for its validity and tenability are the occasion for constant practical exercises. Drill in the matter of presentation is given. Required of freshmen.

Four hours a week, third term. Credit, 2 2-3 hours.

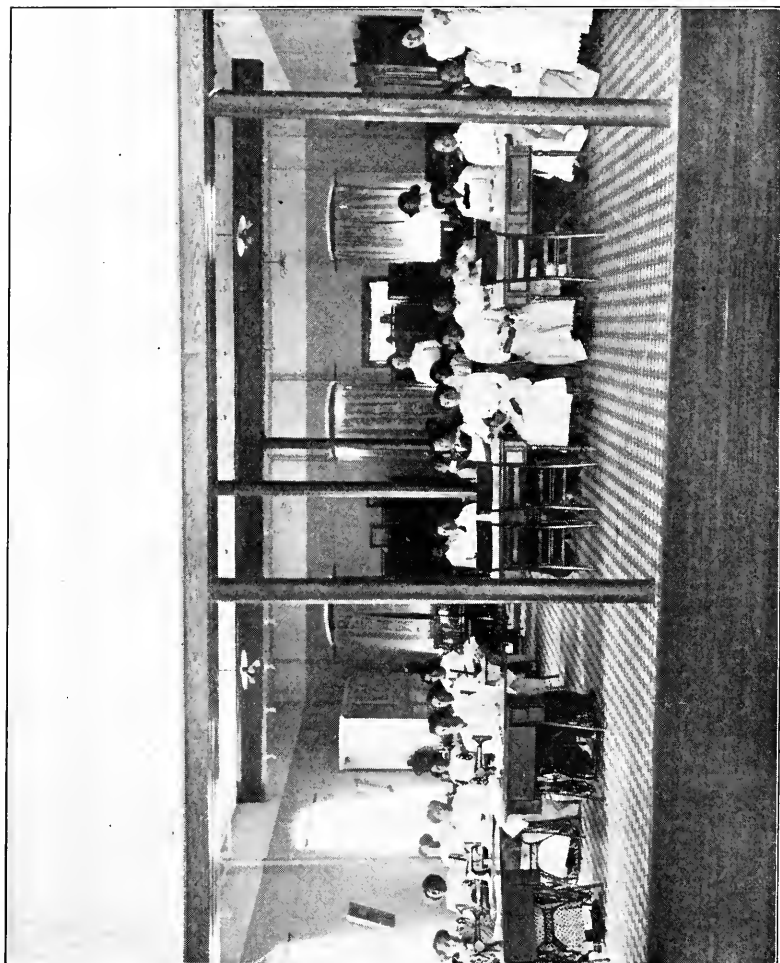
9. This is a course in the study of standard types of literature. It considers some of the best specimens of literature from the writers of England, America, France, Germany, Spain, Italy, Scandinavia, Greece, and Rome. The aim is to acquaint the student with the history of the development of such types as the drama, the novel, the epic, the lyric, the ballad, etc. This course is a prerequisite to English 12. Lectures and collateral reading.

Three hours a week, first term. Credit, 2 hours.

10. SOCIOLOGY OF LITERATURE. This course is a study of the social forces in literature. It aims to show the regulating effect of various social waves that sweep over countries—how they react upon the lives and thought of people, and how literature in turn is modified by the sentiments of the people. The reformatory and constructive effects of literature are traced and their bearing upon the social status of the people shown. Lectures and discussions.

Text: Buck, *Social Forces in Literature*. Prerequisite to English 12. Three hours a week, second term. Credit, 2 hours.

11. A STUDY OF OLD ENGLISH. This course is a comparative study of the early forms of the mother tongue, showing the



SEWING DEPARTMENT.

relation of English to the earlier languages with which it was contemporary and how much it had in common with the then Germanic language. The writings of Beowulf, Wycliffe, Caxton and Chaucer furnished the chief materials for study. Ben Johnson furnishes material for the Middle English studies, and the trend to the English of today is further established by a study of the forms of Shakespeare.

Three hours a week, third term. Credit, 2 hours.

12. The first part of this course is a study of the drama and its technique, the history of the art of playwriting and the staging of plays. It includes a discussion of such questions as, the influence of the theatre, the audience and the actor, the laws of the drama, the method of dramatization, the logic of construction, etc. This is followed by a study of poetry, including a theory of metre and rhythm as well as the philosophy of poetry, its nature, its relation to life and religion.

Text: Matthews' *A Study of the Drama*, Steadman's *A Study of Versification*. Three hours a week, throughout year. Credit, 6 hours.

GEOGRAPHY AND GEOLOGY.

1. **PHYSIOGRAPHY.** A study of the physical features of the earth's surface—land forms, running water, the ocean, and the atmosphere, and of the earth in its relation to its inhabitants. Laboratory study of maps and models as well as field trips will be a feature of the work.

Text: Salisbury's *Physiography*. Four hours a week, first term. Credit, 2 2-3 hours.

2. **ECONOMIC GEOGRAPHY.** In addition to the study of the text, maps will be used freely and much reading will be required. The world of trade as revealed through the daily press will be carefully considered, and especial attention given to methods of interpreting reports. The commercial world will be the constant centre of interest.

Four hours a week, first term. Credit, 2 2-3 hours.



WORK OF CARPENTRY DEPARTMENT.

3. REGIONAL GEOGRAPHY. A study of climatic and topographic environment of regions as the controlling condition in the distribution of population, manner of life, industrial and political development, and the like.

Four hours a week, first term. Credit, 2 2-3 hours.

4. METHODS IN GEOGRAPHY. See Education.

5. GEOLOGY. A course designed to give the student an idea of the main principles of geology. A study of the forces that are at work on the earth at the present time; of the effects of these forces; of the causes that have brought the earth to its present condition. Frequent excursions to the surrounding country are made. Our museum is especially well provided with specimens.

Text: Norton's Geology. Three hours a week, second half-year. Credit, 3 hours.

GREEK.

1. GREEK. Burgess and Bonner's Elementary Greek. Anabasis, Book I. Pearson's Greek Composition.

Five hours a week, throughout year. Credit, 10 hours.

2. RAPID READING OF ANABASIS, BOOKS II AND III. Selected orations of Lysias, Plato's Apology and Crito. Homer's Iliad (Selections). Composition: Thorough review of Attic forms. Study of Athenian courts and development of oratory. Brief survey of Greek philosophy from Thales to Aristotle.

Four hours a week, throughout year. Credit, 8 hours.

3. HOMER'S ODYSSEY, BOOKS IX, XII. Study of life during the Homeric age. Herodotus and Thucydides (selections). Lectures on Greek dialect Sophocles, Oedipus Tyrannus and Euripides, the Medea. Study of the origin and development of the Attic drama and the construction and use of the Greek theatre.

Four hours a week, throughout year. Credit, 8 hours.

4. DEMOSTHENES. DE CORONA. This oration will be studied purely from the literary point of view.

Greek Comedy—Aristophanes—The Cloud of Aristophanes will be studied with especial reference to language and technique.

Greek lyric poetry with particular attention given the development of the elegy.

Three hours a week, throughout the year. Credit, 6 hours.

Note—A knowledge of Greek is not required for the following courses:

5. AN OUTLINE OF THE HISTORY OF GREEK LITERATURE. Study of epic, lyric and dramatic poetry with especial emphasis upon the rise and development of Greek tragedy. Masterpieces in English translations used. Recommended for students who intend to teach Greek, Latin, English or History.

Two hours a week, first term. Credit, 1 1-3 hours.

6. ANCIENT GREEK LIFE AND CIVILIZATION. A study of the Greek in his home, in society and in public life.

Two hours a week, second term. Credit, 1 1-3 hours.

7. GREEK ART. A study of the rise and development of Greek art, particularly sculpture and architecture.

Two hours a week, third term. Credit, 1 1-3 hours.

8. NEW TESTAMENT GREEK. The course is given with a view of acquainting the student with a knowledge of the peculiarities of Hellenistic Greek, and of giving a historical and exegetical study of the gospels and the early doctrinal and pastoral epistles. The students, before entering upon the course, should have sufficient knowledge of the Greek language as to have given him a good vocabulary and a good knowledge of Greek syntax. The work in the senior year is elective.

1. STUDY OF THE GOSPEL. Three hours. Junior Year. First half-year.

2. A STUDY OF THE ACTS OF APOSTLES. Three hours. Junior Year. Second half-year.

3. THE EPISTLE TO THE ROMANS. Two hours. Middle Year. First half-year. Credit, 2 hours.

4. A STUDY OF THE PASTORAL EPISTLE. Elective.

5. FIRST CORINTHIANS. Two hours. First half-year.

6. THE GENERAL EPISTLES.

HEBREW.

1. ELEMENTARY HEBREW. Principles of grammar; exercises. Reading of Genesis 1-12; 21, 22, 24. Exodus 1-6, 20. Three hours a week, throughout year. Credit, 6 hours.

2. PROPHETS OF THE ASSYRIAN PERIOD. (a) Amos, Hosea, Isaiah, Micah; (b) Jeremiah, Zephaniah, Nahum, Habakkuk, Ezekiel.

Three hours a week, throughout the year. Credit, 6 hours.

3. WISDOM LITERATURE. Proverbs, Psalms, Ecclesiastes, Job. Elective.

Three hours a week, throughout year. Credit, 6 hours.

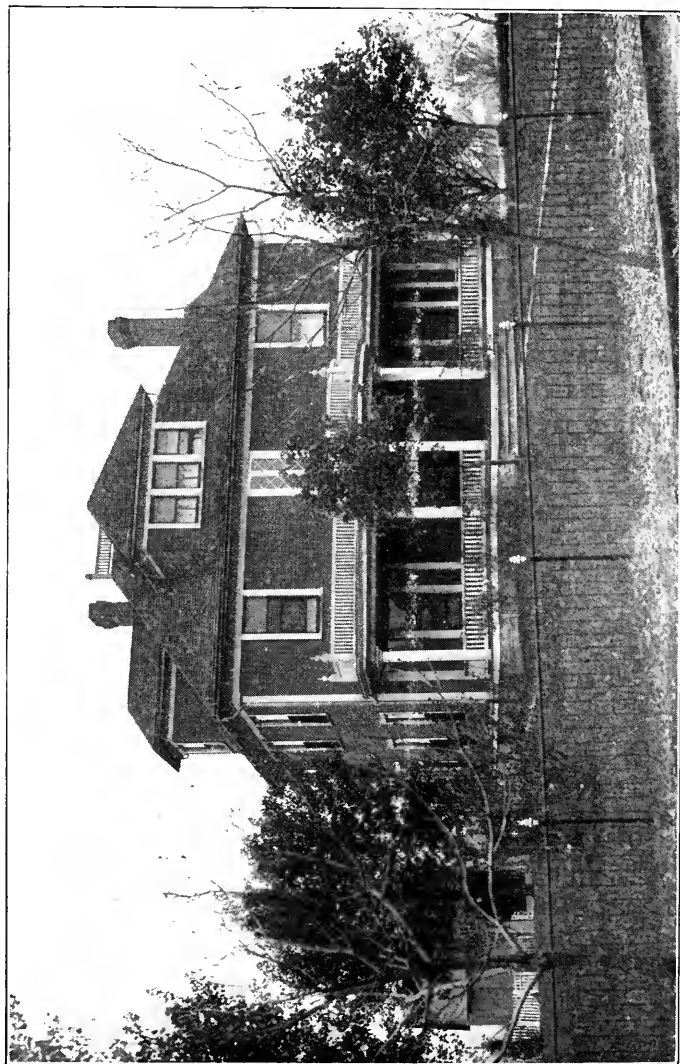
HISTORY.

1. GENERAL HISTORY. A course for beginners. The student is made acquainted with the oriental peoples that have contributed most to western civilization. A more extended study is then made of the history of Greece and Rome. The expansion and diversification of Greek and Roman culture are traced in the study of the rise and development of the European nations.

Text: Meyer's, General History. Two hours a week, throughout the year. Credit, 8 hours.

2. AMERICAN HISTORY. This is an elementary outline course giving a general history of the American people from the discovery of the new world by Columbus to the present time. The text is supplemented by collateral reading. Frequent tests and discussions.

Texts: Hart's Essentials in American History. Two hours a week, throughout year. Credit, 4 hours.



HOME OF BISHOP B. F. LEE.

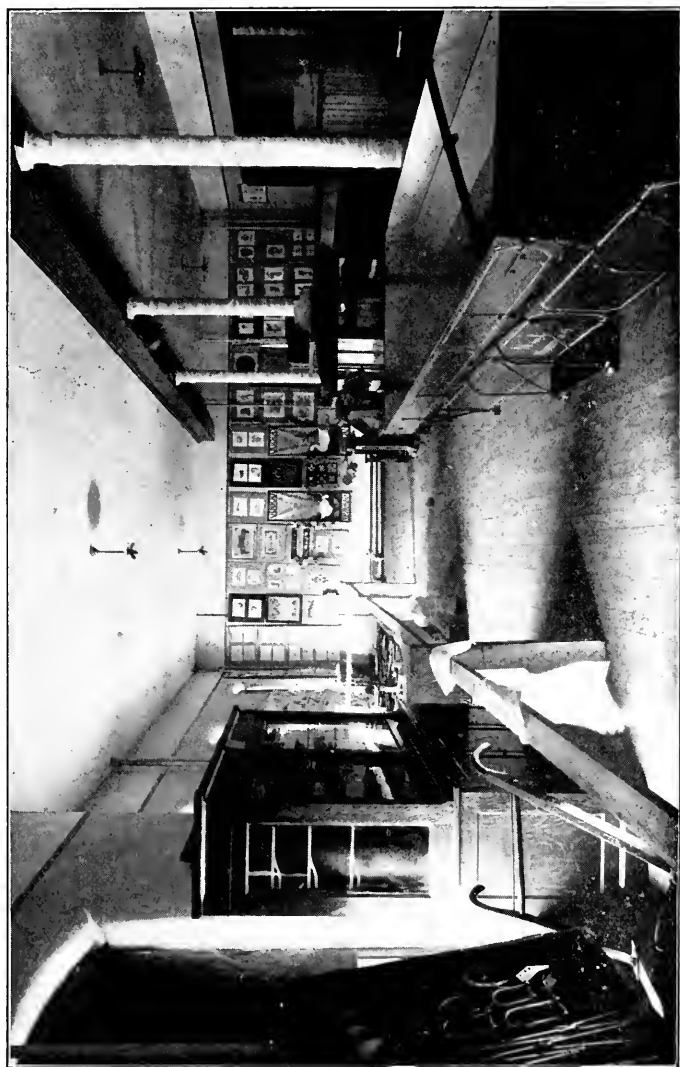


EXHIBIT WORK—BLACKSMITHING AND SHOE DEPARTMENTS.

3. **ENGLISH HISTORY.** This course covers the whole field of English History from the time of Julius Caesar to the great war in 1914. Occasional lectures are given. Frequent discussions are held. Assigned reading, oral and written report.

Text: Gardner, Students' History of England.

Two hours a week, first half-year. Credit, 4 hours.

4. **UNITED STATES HISTORY AND CIVICS.** The aim of this course is to give a fuller knowledge of the subject matter than has been afforded by previous training. The comparative importance of topics, dates and biographies is discussed; but emphasis is placed upon the necessity for background knowledge. Two hours a week, first term. Credit, 1 1-3 hours.

5. **METHODS IN HISTORY.** (See Education).

6. **MATERIALS AND PROBLEMS IN HISTORY.** (See Education).

7. **CIVIL WAR AND RECONSTRUCTION.** This course treats of the causes and process of secession, the problems and conduct of the war, and the theories and readjustments in industry, society and government which followed the collapse of the Confederacy. Especial attention is given to the problems and struggles of the freedmen in the first years of their enfranchisement. Lectures, reading, reports and quizzes.

Four hours a week, second half-year. Credit, 4 hours.

8. **ROMAN POLITICAL INSTITUTIONS.** A thorough study of the Roman magistrates, senate and popular assemblies. The development of the political institutions is carefully shown in connection with the history of the Roman people. A study also is made of the origin and development of the Roman judicial system. This course is recommended to students in the advanced Latin courses. Lectures, reading and quizzes.

Three hours a week, throughout the year. Credit, 6 hours.

9. **CURRENT HISTORY.** This course aims to acquaint students more thoroughly with history as it is made. Lectures are given presenting the historical background of the subject

studied. Discussions and reports. The New York Independent is used as a text. Open to all college and normal students.

One hour a week, throughout year. Credit, 2 hours.

10. THE HISTORY OF AFRICAN PEOPLES IN THE WESTERN WORLD. Lectures, reading, reports. References: Williams, History of the Negro Race; Cromwell, Negro in American History; Steward, The Haitian Revolution. The Library of the University possesses an excellent collection of books for general reference in this course.

Two hours a week, throughout year. Credit, 6 hours.

LATIN.

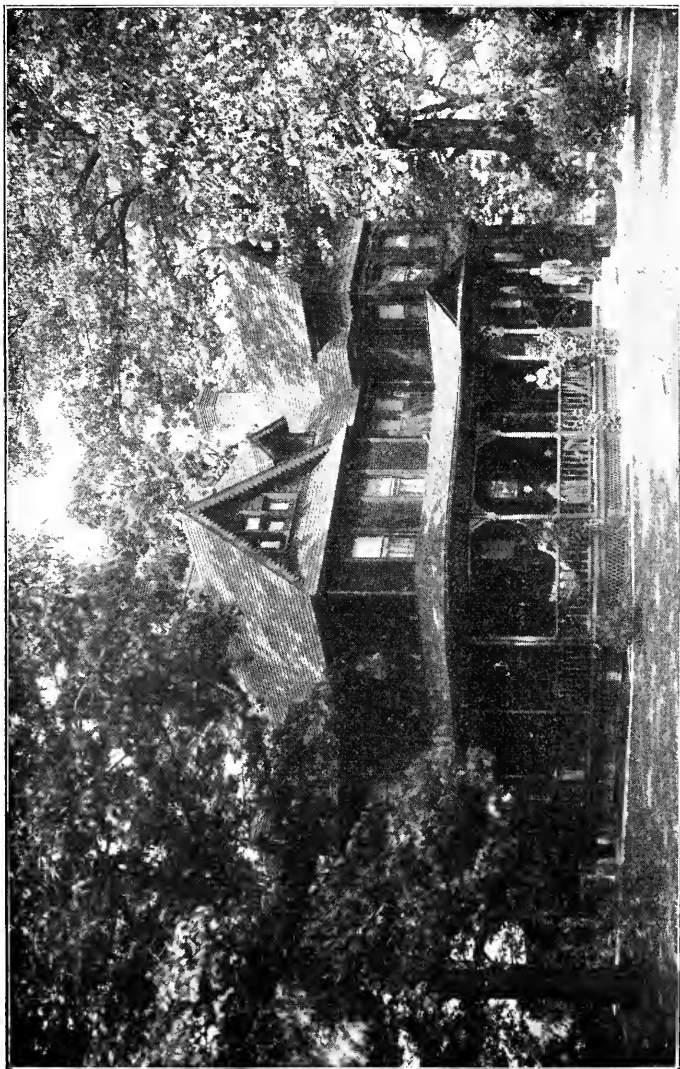
1. BEGINNING LATIN. Designed especially to prepare students to read Caesar in the second year. Selections from the "Commentaries" on the Gallic War are read in the latter part of the course.

Text: Pearson's Essentials of Latin. Five hours a week, throughout year. Credit, 10 hours.

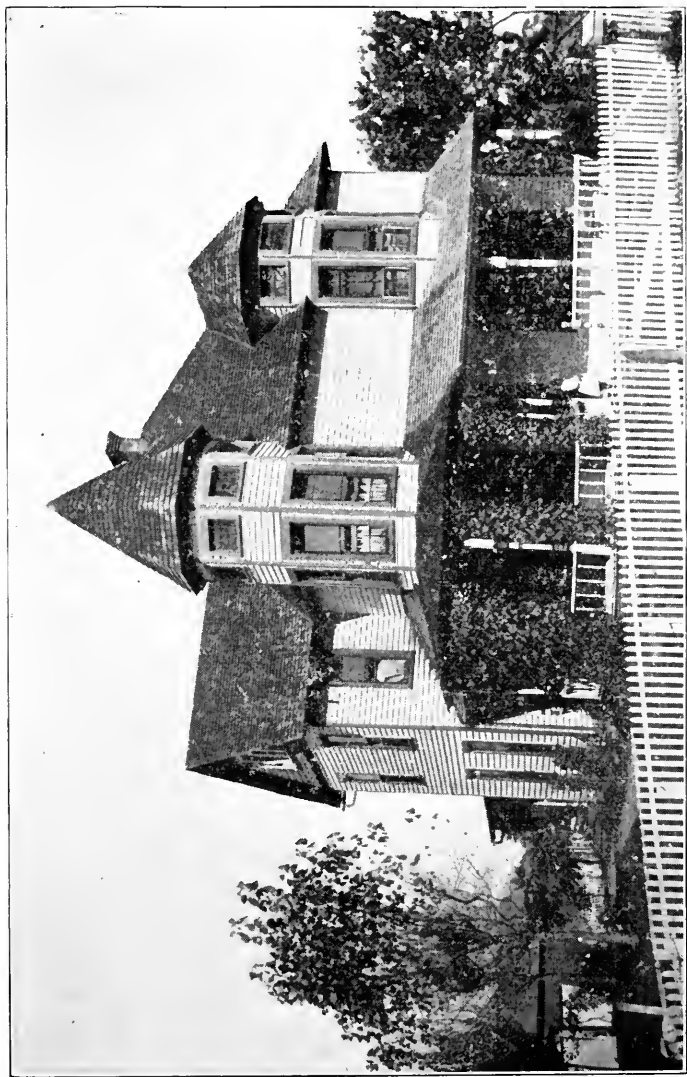
2. CAESAR'S GALLIC WAR AND SIGHT READING. This course includes two books of Caesar's Gallic War and sight reading of passages selected from the Gallic and Civil Wars and the Lives of Nepos. In the first part of the course attention is given steadily to the inflections, forms of irregular verbs and the oratio obliqua. Composition based upon the portion read accompanies the daily reading. Emphasis is placed upon the construction of the Latin sentence and the idioms of the language. Papers and lectures on the importance of the Gallic Conquest and Caesar's place in history form a part of the course.

Text: Riess and Jones. Four hours a week throughout year. Credit, 8 hours.

3. VIRGIL. Six books of the Aeneid; Eclogues and selections from the Georgics. The literary merits of the poems; the hexameter with daily scanning; the influence of Virgil in modern literature and civilization; the mythology of the Romans; the Augustan period of Roman life and the transformation of the



RESIDENCE OF PRESIDENT SCARBOROUGH.



RESIDENCE OF SECRETARY TALBERT.

Republic into the Empire are the focal points of attention and study. Prose composition.

Four hours a week, throughout the year. Credit, 8 hours.

4. **CICERO.** Six orations: the four against Cataline, the poet Arachias, and the Manilian Law. The course of study in Grammar and in Composition begun in course 3 is continued. The system of the Roman government under the Republic and the historical events which illuminate this period form the subject of essays and lectures. Composition throughout the year.

Text: Harkness' Cicero and Composition. Four hours a week, throughout the year. Credit, 8 hours.

5. **LIVY.** Books 21-22. Attention is given to Livy's peculiar style. Papers are presented on the causes of the First and Second Punic Wars, the great leaders on both sides, the character of the two civilizations struggling for mastery, the final fate of Carthage and the significance of the Roman triumph to the modern world. Open to Freshmen.

Four hours a week, first term. Credit, 2 2-3 hours.

6. **DE AMICITIA.** The philosophical principles and the fine moral ideas of the classics receive constant attention. Essays are required covering the whole course of the discussion. Attention is given to the derivation and composition of words and the more difficult forms of prose composition. Open to Freshmen. Four hours a week, second term. Credit, 2 2-3 hours.

7. **HORACE.** Odes and Epodes. By the study of the metres and daily scanning, an effort is made to lead the student to a thorough appreciation of these charming productions. Horace's doctrine of moderation of the golden means, his moral ideals, the felicities as his finished style, all of these points receive constant emphasis. Open to Freshmen.

Four hours a week, third term. Credit, 2 2-3 hours.

8. **HORACE AND JUVENAL.** The origin and development

of the satire. Lectures and collateral reading on Roman manners and society. Open to Sophomores.

Three hours a week, first term. Credit, 2 hours.

9. DE SENECA. Papers on the philosophic schools referred to in this essay with discussions and essays on the philosophy of life herein presented. Open to Sophomores.

Three hours a week, second term. Credit, 2 hours.

10. TERENCE AND PLAUTUS. These authors are read in different years. The *Andria* and *Phormio* of Terence alternate with the *Captivi* of Plautus. Lectures on the development of Roman comedy.

Three hours a week, third term. Credit, 2 hours.

11. This course is elective. Open to Juniors and Seniors. The authors read differ in different years, determined largely by the needs of the class. The course at present includes selections from Ovid's *Metamorphoses*, the *Remedia Amoris* and the poet's own account of his life. Also Virgil's *Ecloques* and *Georgics* and special study of Latin comedy. Prose composition is given. It is a teachers' course and is planned with particular regards to the needs of the schoolroom.

Two hours a week, throughout year. Credit, 4 hours.

LIBRARY ECONOMY.

1. LIBRARY ECONOMY I. Lectures treating of the method employed by libraries to facilitate the use of their collections; instruction in cataloguing, classification and order work; lectures on the principal bibliographic and reference books in preparation for which will be secured the actual handling of all books discussed.

Two hours a week, first and second terms. Credit, 2 2-3 hours.

2. LIBRARY ECONOMY II. Book selection and children's work as especially applicable to prospective teachers together



LIBRARY.

with discussions on printing, publishers, and illustrations will constitute the work of this course.

Two hours a week, third term. Credit, 1 1-3 hours.

MATHEMATICS.

1. **ELEMENTARY ALGEBRA.** Elements of algebra through quadratic equations.

Text: Hawkes, Luby and Touton. First Course in Algebra. Five hours, throughout year. Credit, 10 hours.

2. **PLANE GEOMETRY.** Wentworth-Smith's Plane Geometry completed. Much practice in the solution of originals. Practical applications.

Five hours a week, throughout year. Credit, 10 hours.

3. **SOLID GEOMETRY AND ADVANCED ALGEBRA.** In this course solid geometry will be pursued for the first half-year and advanced algebra, the second half-year.

Text: Wentworth-Smith, Solid Geometry; Hawkes, Luby and Touton, Second Course in Algebra.

Four hours a week, throughout year. Credit, 8 hours.

4. **TRIGONOMETRY, ANALYTIC GEOMETRY AND PRINCIPLES OF ALGEBRA.** The first term will be devoted to trigonometry. During the second and third terms analytic geometry, will be studied. Several topics in algebra not given in Course 3 will be studied in close connection with certain developments of the analytic geometry.

Texts: Kenyon and Ingold, Trigonometry with Complete Tables; Zivert and Hopkins, Analytic Geometry and Principles of Algebra. Required of all Freshmen. Five hours a week, throughout year. Credit, 10 hours.

5. **DIFFERENTIAL AND INTERGAL CALCULUS.** The usual topics with especial reference to applications.

Text: Davis-Brenke, The Calculus. Required of all candidates for the S. B. degree. Three hours a week, throughout the year. Credit, 10 hours.



LIEUT. B. O. DAVIS.
Military Instructor and Commandant.
Wilberforce, Ohio.

6. **ANALYTIC MECHANICS.** An introductory course with numerous applications. Open to all students who have had Course 5. Three hours a week, throughout year. Credit, 6 hours.

7. **PROJECTIVE GEOMETRY.** Open to college Seniors, and to Juniors only by permission of the instructor. A working knowledge of German highly desirable. Given in 1916-1917. Two hours a week, throughout the year. Credit, 4 hours.

8. **THE TEACHING OF ARITHMETIC.** See Education.

9. **ASTRONOMY.** A general course given to the study of the mass, velocity and position of the earth, moon, planets, stars, etc.; a discussion and solving of simple problems in latitude, longitude and other co-ordinates.

Text: Youngs, Manual of Astronomy. Three hours a week, first half-year. Credit, 3 hours.

MILITARY SCIENCE AND TACTICS.

LIEUTENANT DAVIS.

INFANTRY DRILL REGULATIONS. School of the Soldier, School of the Squad, School of the Company, Intrenchments, paragraphs 584 to 595.

FIELD SERVICE REGULATIONS. The service of information. The service of security.

SMALL-ARMS FIRING REGULATIONS. Instruction preliminary to gallery and range practice. Gallery practice. Range practice when a range can be procured.

The instruction will also include company administration, camp sanitation, and military-map reading. Whenever practicable an annual practice march and encampment will be included.

The additional ground to be covered will be determined by the instructor.

MISSIONS.

1. **BIOGRAPHY.**

One hour a week, throughout year. Credit, 2 hours.

2. HISTORY.

One hour a week, throughout year. Credit, 2 hours.

3. SPECIAL COURSES.

One hour a week, throughout year. Credit, 2 hours.

MODERN FOREIGN LANGUAGES.

FRENCH.

1. FIRST YEAR FRENCH. Oral lessons based on Walter Ballard's Beginners' French. A thorough drill in the rudiments of French grammar. Reading of simple texts in modern French prose. Reproduction in French of texts read.

Four hours a week, throughout year. Credit, 8 hours.

2. SECOND YEAR FRENCH. The oral method of Walter and Ballard continued. Dictation; composition; conversation. Reading of selected modern writers. French 1 and 2 are conducted almost entirely in French.

Three hours a week, throughout year. Credit, 6 hours.

3. OUTLINE HISTORY OF FRENCH LITERATURE. Fortier's *Histoire de la Littérature Française*. Classic drama: Racine, *Andromaque*; Corneille, *Le Cid*; Marivaux, *Le Jeu de l'Amour et du Hasard*; Beaumarchais, *Le Barbier de Séville*. Collateral reading and reports.

Three hours a week, throughout year. Credit, 6 hours.

Note:—A French Club is formed consisting of all students who are studying the language. The purpose of this organization is to promote the cultivation of French speech.

GERMAN.

1. FIRST YEAR GERMAN. The first two terms are given wholly to the study of grammar. Daily drill in translating simple German sentences into English and English into German. Conversation. Poems are committed to memory. In the third term, "Hoher als die Kirche" and other similar prose works are read.

Four hours a week, throughout year. Credit, 8 hours.

2. **SECOND YEAR GERMAN.** Study of grammar and drill in speaking and writing German. Dictation. Reading of representative literary works.

Text: Bacon's German Composition. Four hours a week, throughout year. Credit, 8 hours.

3. **THE GERMAN NOVEL.** Reading of selected German novels. Study of the more difficult idioms and points of syntax. The writing of simple themes in German.

Three hours a week, throughout year. Credit, 6 hours.

Note:—Der Deutsche Verein, an organization of students and instructors interested in the study of the German language, meets fortnightly. An effort is made to increase the interest of students in the study of German through conversation, games and lectures. Advanced students and others who desire to keep up their knowledge of German are invited to become members.

SPANISH.

1. **FIRST YEAR SPANISH.** Grammar and pronunciation. Practice in speaking and writing Spanish.

2. **SECOND YEAR SPANISH.** Reading of Spanish authors with careful attention to the idioms of the language.

MUSIC.

VOCAL MUSIC.

1. **ELEMENTARY NOTATION.** One, two and three part singing, rhythm and time studies, ear training and tonality, technical work, melody writing, sight reading, phrasing and song analysis. Second Book reviewed and completed.

2. **INTERMEDIATE NOTATION.** One, two, three and four part singing, rhythm and time studies, interval studies, ear training and tonality, technical work, sight reading, melody writing, major, minor and chromatic scale studies, phrasing and song analysis. Third Book reviewed and completed.

3. **ADVANCED NOTATION.** Interval studies, chorus singing, harmony and ear training, sight reading, lessons in musical



CHOIR.

history, testing of voices, melody writing completed, conducting, public school music methods. Fourth Book reviewed and completed.

Voice culture begun and continued throughout the Junior and Senior Teachers' Course.

Two lessons are given each week, throughout the year. Those who are taking this course have excellent opportunities for development, through practical experience in the musical organizations of the School and in the class recitals.

Musical Organizations.

The University Chorus. One hour rehearsal twice a week, throughout the year.

The University Glee Club. One hour rehearsal, twice a week, throughout the year.

The University Choral Study Society. One hour rehearsal once a week, throughout the year.

INSTRUMENTAL MUSIC.

PIANOFORTE.

It is the aim of this department to give its students thorough training.

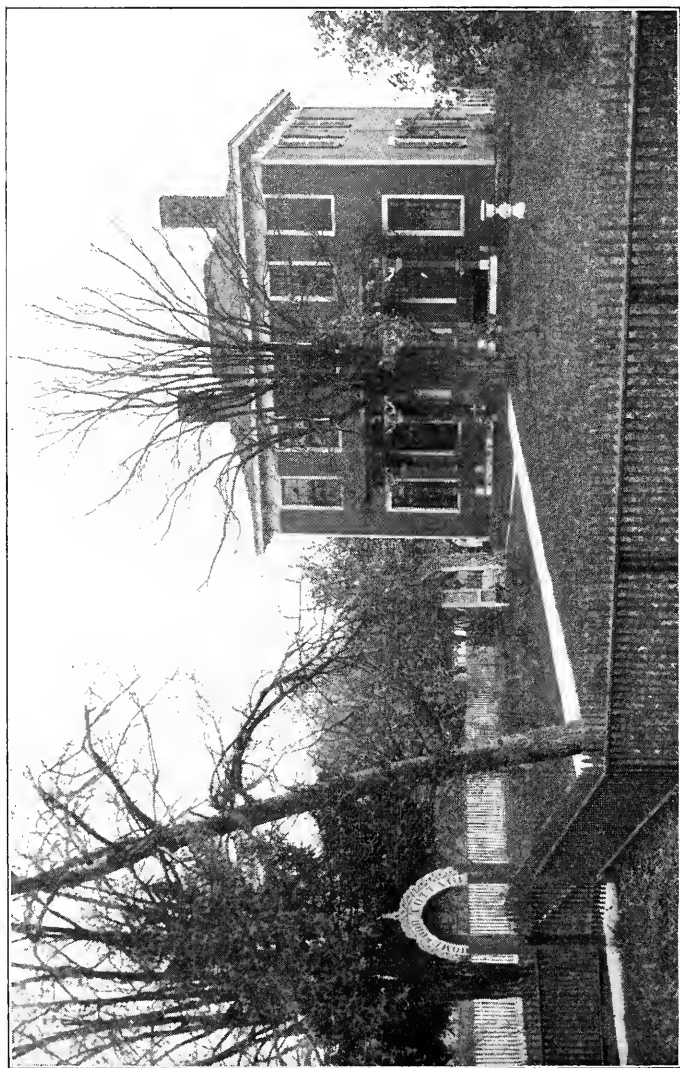
The methods used are those now in use at the New England Conservatory of Music which stands at the head of music schools in America.

Special attention is given to technic. Memorizing and preparation of lessons by prescribed rules are important features of the work.

Hand culture, notation, rhythm, ear training, blackboard work. Scale and chord formation are taught in a general class.

Preparatory recital work begins at the completion of the Grade 2.

In these classes pupils receive their first training in performing on the concert platform. The hearings are only before



HALLIE Q. BROWN'S HOME.

members of the class and the teacher and are preparatory to the public recitals.

Course of Study.

ELEMENTARY. *New England Conservatory Course, Grade 1.* "Thirty-five Easy Pieces" and "Seven and Twenty Pieces." Five Pieces (sheet music).

New England Conservatory Course, Grade 2. Finger exercises, scales, studies, etc., sonatinas, and pieces by Kuhlman, Clementi, Reinicke, Porter, Turner, Krogman, Kullak, Beach, Dennee, Schytte, Guilitt, etc. Also "Selected Pieces" Books 1 and 2. Hand culture, notation, ear training.

INTERMEDIATE. Grade 3. Technical exercises from Porter, "Intermediate and Advanced Technique." Studies from Bach, "Two-part Inventions," Czerny op. 636 and op. 299, Koehler op. 128, Books 1 and 2. Pieces by Clementi, Haydn, Mozart, Scharwenka, Field, Fontaine, Moskowski, Rheinberger, Jensen, Karganoff.

Grade 4. Studies from Bach "Three Part Inventions," Cramer-Bulow, Fifty Studies, Gradus ad Parnassum by Clementi, and Czerny op. 740. Pieces by Beethoven, Schumann, Brassin, Clementi, Haydn, Mendelssohn, Mozart, Nieman, Schubert.

ADVANCED. Grade 5. Porter, "Intermediate and Advanced Technique" continued. Studies by Bach, "Well-tempered Clavichord," Chopin Etudes, Moscheles op. 70, Pieces by Beethoven, Chopin, Mozart and modern composers.

Grade 6. Studies by Bach and Chopin continued. Pieces by Schumann, Mendelssohn, Raff, Beethoven, Rubinstein. Chopin, etc.

Requirements.

At the completion of each grade, pupils must have a repertoire as follows:

Elementary—Not less than ten pieces.

Intermediate—Not less than fifteen pieces.

Advanced—Not less than twenty pieces.

(A portion of each repertoire must be memorized).

All pupils must attend and perform when notified in the Preparatory Recital Classes. One creditable pupil performance is required of pupils in the Intermediate grade and two of Advanced pupils.

Additional work is required of pupils who are unsuccessful in memorizing or performing.

Pupils are required to keep a careful record of work assigned and accomplished. This record must be presented for examination when promotion to another grade is desired.

Full credit is given for work done elsewhere.

Candidates for certificates must have a literary training equivalent to that of the best High Schools.

Parents are requested to send the teacher two dollars at the beginning of the term to use for literature which should be ordered in advance and supplied to the pupil when needed, thus avoiding delay in the work and hindrance to the progress of the pupil.

Notice will be given when more money is needed and the amount desired will depend upon the ability and progress that the pupil is making.

Upon request parents or guardians will be furnished with information regarding the progress of the pupils.

PHILOSOPHY.

1. **PSYCHOLOGY.** This course is intended to introduce the student to the problems of psychology. It is descriptive and analytical. The physical basis of the mind, the method of development of the mental powers are studied and discussed. The various methods of psychology are presented and practical exercises illustrating them are given. The course aims to arouse interest on the part of the student for a further pursuit of the

subject in study. Collateral reading is assigned. Required of College Sophomores and Normal Juniors.

Text: Angell's Psychology. Three hours a week, first half-year. Credit, 3 hours.

2. EDUCATIONAL PSYCHOLOGY. See Education.

3. CHILD PSYCHOLOGY. See Education.

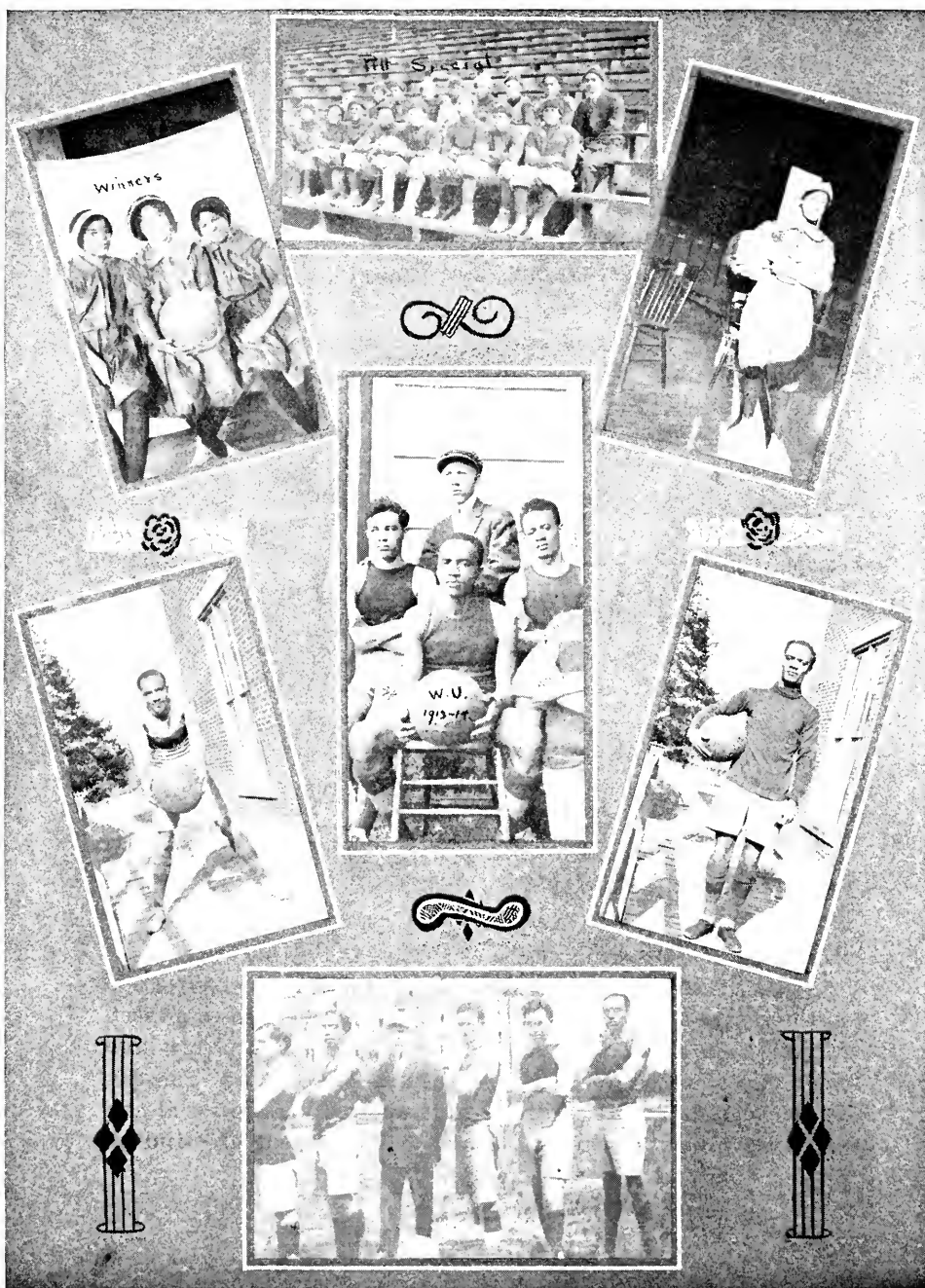
4. LOGIC. This course is an introduction into the elementary principles of reasoning. Only so much of the theory, of traditional logic is given as is necessary to make the practice of logic possible. Stress is laid in the beginning upon the meaning of terms. This is followed by a study of the nature and use of the proposition and its methods. Then the processes of reasoning are introduced showing the dangers and possibilities of fallacies and the manner in which they may be detected. The various specific processes of reasoning, such as induction and deduction are taken up and studied critically in practice. Required of College Sophomores.

Text: Jevon-Hill, Elements of Logic. Three hours a week, second half-year. Credit, 3 hours.

5. INTRODUCTION TO PHILOSOPHY. This course is intended to open to the student the field of philosophy in its entirety. It embraces the problems of cosmology, ontology and psychology. It subjects them to criticism based upon our "Theory of Thought and Knowledge." Free discussions and lectures. Required of College Juniors.

Text: Paulsen's Introduction to Philosophy. Three hours a week, second half-year. Credit, 3 hours.

6. ETHICS. The aim of this course is to give instruction in the theory and practice of conduct. It is intended to awaken a vital condition of the genuine reality of moral problems and the value of reflective thought in dealing with them. The different types of theoretical interpretation and certain social and economic problems which characterize the present are studied.



ATHLETIC ACTIVITIES.

The historical method of approach to the subject is used. Collateral reading is assigned and lectures are given.

Text: Dewey and Tufts. Three hours a week, first half-year. Credit, 3 hours.

7. HISTORY OF PHILOSOPHY. This course is a study of the genesis and development of philosophic thought. It aims to trace the various efforts to construct a world system, to find out the truth about the things of this world. It endeavors to find out the relative value of the several world views and to ascertain the manner in which they have reacted upon life and science. Free discussions and lectures. Required of College Seniors.

Three hours a week, second half-year. Credit, 3 hours.

8. EVIDENCES OF CHRISTIANITY. This course is intended to introduce the student to the rational element in the moral, religious, and theological problems of the Christian doctrine. It aims to reduce to a basis of practical ethics the teachings of the Bible and to compare them with the present day world views.

Text: King's Rational Living and Christian Ethics and Reconstruction in Theology.

9. CHRISTIAN ETHICS.

Five hours a week, second half-year. Credit, 5 hours.

PHYSICAL EDUCATION.

During their freshman and sophomore years students are required to take two hours per week and during their junior and senior years not less than one hour per week of physical culture work, under the supervision of the instructor. Special exercises are given to students who need special attention.

1. Physical training for men consists of exercises with wands, dumb bells, Indian clubs, and gymnastics on horizontal bar, parallel bars and swinging rings and participation in college athletics as baseball, football, basket-ball, track, tennis and wrestling.

2. Physical training for women consists of exercises with wands, dumb bells and Indian clubs and gymnastics on horizontal bar, parallel bar and swinging rings and participation in college athletics as basket-ball, indoor baseball, volley ball, and tennis.

Students playing on the college team may be exempted from class exercises. All men are required to have a gymnasium suit consisting of jersey, pants and rubber soled shoes. All women are required to have bloomers, middy blouses and rubber soled shoes.

PUBLIC SPEAKING.

1. This course is both educational and artistic. Its aim is to cultivate a personal taste for literature and to acquire the ability to interpret and to express it. Great attention is paid to the individual needs of the student. Drill upon fundamentals, preliminary work in orthoepy, voice culture, proper breathing, tone production, modulation, flexibility, accent, emphasis, articulation, pronunciation. Physical culture, gesture, action, study of attitudes, poise, position, naturalness, the foundation for all effective public speaking. Mental culture, interpretation, expression, atmosphere, story telling, declamation, oratorical form, five-minute speeches.

Open to students of the third and fourth year preparatory classes. Two hours a week, throughout year. Credit, 4 hours.

2. This course especially emphasizes the mastery of the fundamentals in vocal training. A study is made of the qualities of voice. Recitation; platform speaking; debate. Normal and inductive methods in vocal expression and speaking. Problems and methods of teaching, motor training and the *cure* of stammering. Required of college students.

Two hours a week, throughout year. Credit, 4 hours.

3. Vocal expression; visible speech, harmony between mind and body; harmonic gymnastics; pantomime. Vocal in-

terpretation of literature. Poetry—lyric, narrative, dramatic. Life sketches; monologues. Lyceum and dramatic work. Ex-temporaneous speaking. Structure of oratory. Prerequisite, Course 2.

Two hours a week, throughout year. Credit, 4 hours.

BIBLICAL THEOLOGY.

Seniors have the privilege of electing one of the following courses, which are presented to acquaint the student with the original material of theology proper, and to emphasize the essential content of the scriptures, old and new.

1. Biblical Dogmatics.
2. Old Testament Theology.
3. New Testament Theology.
4. Pauline Theology.
5. Johannine Theology.

Three hours a week, throughout the year. Credit, 6 hours.

HISTORICAL THEOLOGY.

1. CHURCH HISTORY.

Three hours a week, throughout year. Credit, 6 hours.

2. CHRISTIAN DOCTRINE.

Three hours a week, throughout year. Credit, 6 hours.

3. OLD TESTAMENT HISTORY.

Two hours a week, first half-year. Credit, 2 hours.

4. NEW TESTAMENT HISTORY.

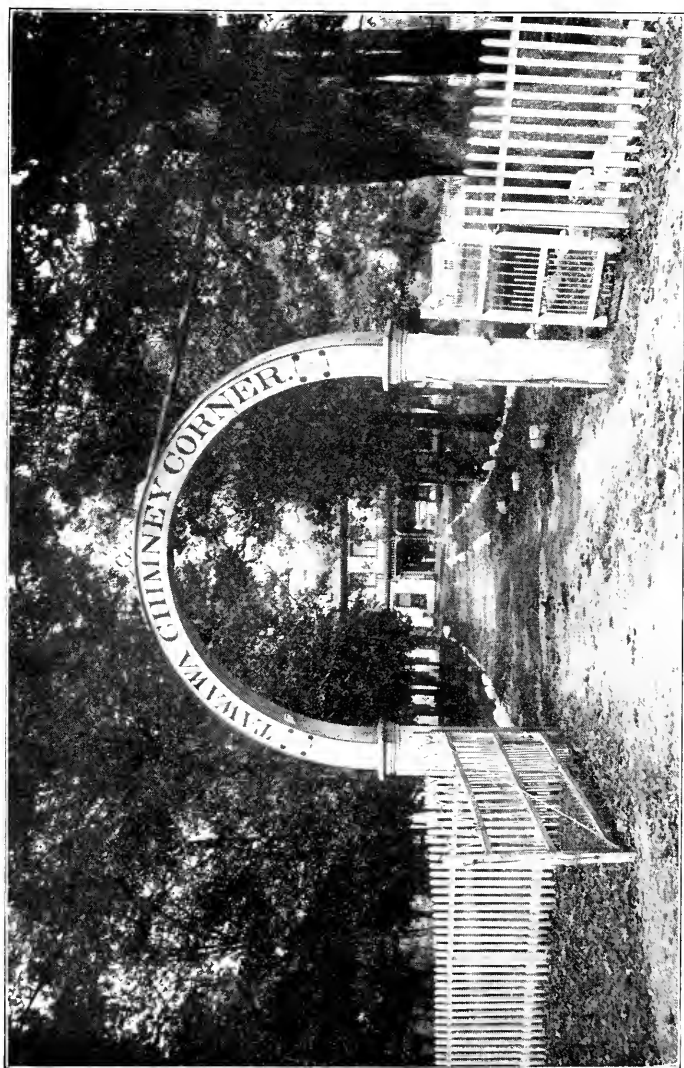
(a). Life of Christ. (b). Life of Paul. (c). Apostolic Age.

Two hours a week, throughout year. Credit, 4 hours.

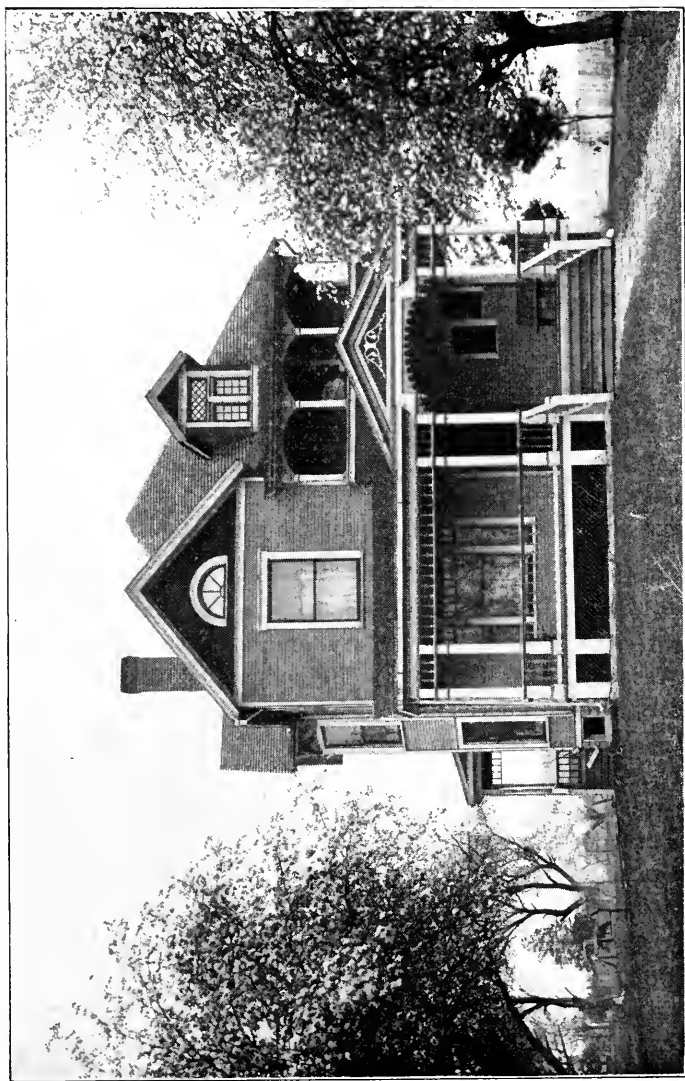
PRACTICAL THEOLOGY.

1. PASTORAL THEOLOGY. The aim of this course is to give the student a practical knowledge of his relation to and the administration of the work that shall be committed to him by the church, thus preparing him to deal in an intelligent and effective manner with all of the problems of that work.

Two hours a week, throughout the year. Credit, 4 hours.



RESIDENCE OF MAJOR W. T. ANDERSON.



RESIDENCE OF THOMAS PERKINS.

2. **ECCLESIASTICAL LAW.** Lectures and oral instructions in church government and evidences, mock trials and appeals are conducted that practice and principles may be applied. The Discipline of the African Methodist Episcopal Church is studied. Texts used in connection with this course are Turner's, Polity, Lampton's Digest of Rulings and Decisions by the Bishops of the A. M. E. Church, Digest of Methodist Law, Butler's A. M. E. Church Ecclesiastical Judicial.

Two hours a week, throughout the year. Credit, 4 hours.

3. **HOMILETICS.** This course deals with the following topics:—the preparation of the preacher, general and specific; the species and varieties of the sermon; text, outlines, and delivery of the sermon, pulpit manners. The students have practical exercises in preaching before the members of the Seminary. Sermonizing is continued through the Senior year; each member of the class preaches before the class and before the members of the University.

Three hours a week, throughout the year. Credit, 6 hours.

SYSTEMATIC THEOLOGY.

The aim of this department is to give the student a comprehensive knowledge of the history and leading doctrines of theology, especially as taught by Methodism, also to give, by comparison, the differences as held by other denominations.

The spirit of research is encouraged in the pupils by requiring them to prepare for class discussion, in the middle and senior years, theses on the topics before the class. In the senior year each student is required to submit, before graduating, a thesis on some subject in the department.

Text: Miley's Systematic Theology.

1. **THEISM.** The sense of theism; with the origin of the idea of God. The various arguments in proof of theism with a discussion of the leading anti-theistic theories.

Three hours a week, first half-year. Credit, 3 hours.

2. THEOLOGY. God in being; the personality and attribute of God, together with the divine predises God in Trinity; the doctrine of sonship: the holy spirit: God in creation and providence.

Three hours a week, second half-year. Credit, 3 hours.

3. ANTHROPOLOGY. The origin of man: Question of Primitive Holiness: The Creation and Fall of Man: Doctrine of Native Depravity: The Realistic and Representative Modes of Adamic Guilt.

Three hours a week, first half-year. Credit, 3 hours.

4. CHRISTOLOGY. A study of the Personality, Divinity and Humanity of Christ; a history of the leading Christological councils, with a review of the errors in Christology.

Three hours a week, second half-year. Credit, 3 hours.

5. SOTERIOLOGY. (a) Atonement in Christ; a discussion in reality, necessity and scheme of atonement, together with a study of the moral, satisfaction and governmental theories. The sufficiency and universality of the atonement. (b) Salvation in Christ. Benefits of Atonement, doctrinal issues. A consideration of the "Five Points of Calvinism." The Cardinal Doctrine; Justification; Regeneration; Assurance; Sanctification; the church and the sacraments.

Three hours a week, first half-year. Credit, 3 hours.

6. ESCHATOLOGY. The doctrine of future existence; the intermediate state; the second Advent; resurrection and judgment. Future punishment and blessedness.

Three hours a week, second half-year. Credit, 3 hours.

7. APOLOGETICS. We do not set aside the arguments from inspiration, miracles, prophecy and experience in the treatment of the subject. Their potency has not been lost. Yet the needs and trials of faith in the present time are given full consideration. The aim is to prepare the student to meet the intellectual difficulties of the present hour. Elective for seniors

in the course leading to degree of Bachelor of Divinity. Required of seniors in the English course.

Three hours a week, throughout year. Credit, 6 hours.

VOCATIONAL.

The vocational courses are strong and the shops well equipped. At this time it is generally conceded that Wilberforce through its Normal and Industrial Department is better prepared to do vocational work than any other institution in Ohio. All vocational work is accompanied by strong literary courses. One from the girls' industries and one from the boys' industries given in full illustrate how thoroughly Wilberforce is trying to meet the educational problems of the day. Other vocational courses named are on the same scale as those detailed.

COMMERCIAL COURSE.

MR. SMITH, MR. ORMES.

AIMS OF THE COURSE.

The fundamental aims of the Commercial course are: (1). To fit young men and women for efficient service as secretaries, stenographers, bookkeepers, clerks, salesmen and accountants and for allied vocational activities. (2). To train young men and women for independent careers in the field of commerce, finance and industry, i. e., as independent proprietors or managers.

ADMISSION.

Students presenting diplomas from recognized High Schools, may be admitted to the regular course. Eight units of secondary work is the minimum entrance requirement. Before a student is graduated from either bookkeeping or shorthand, all the work of these courses must be satisfactorily completed as prescribed by the catalog, as the department recommends to the business community only those students whose fitness and ability have been sufficiently demonstrated in the school-room.

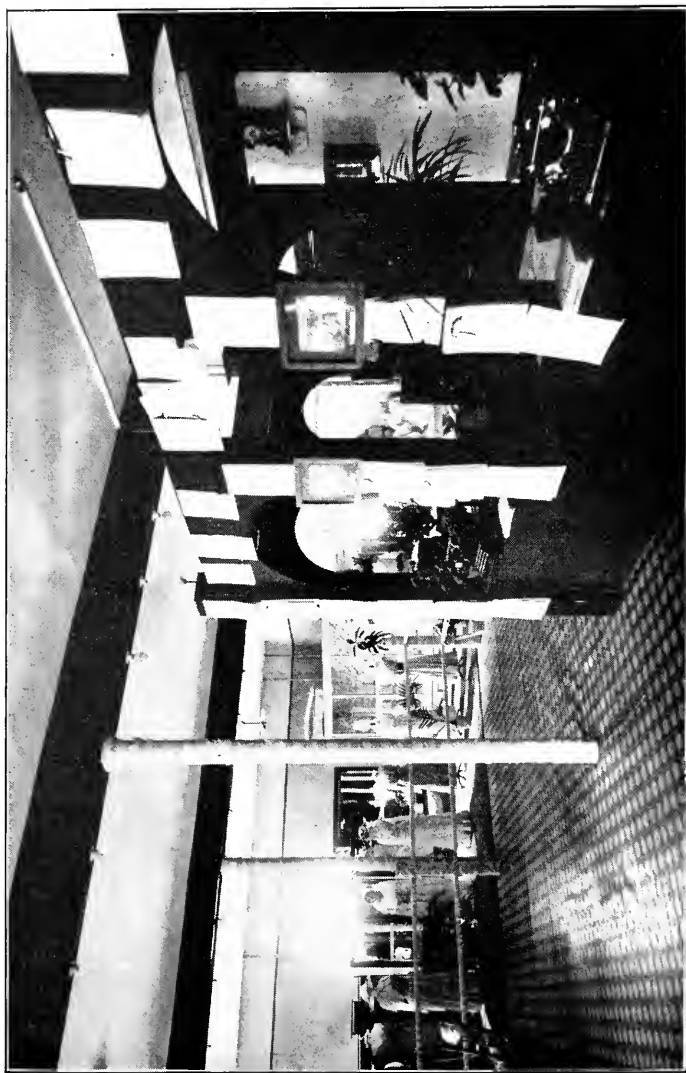


EXHIBIT OF WORK—COMMERCIAL DEPARTMENT.

COURSE OF STUDY.

The course embraces Shorthand, Touch Typewriting, Bookkeeping and Accountancy, Commercial Law, Commercial Correspondence, Salesmanship, Commercial Geography, Finance, Political Economy, Modern Advertising, and a choice of several industries.

Junior Year.

FIRST TERM		SECOND TERM		THIRD TERM	
Shorthand (a)	5	Shorthand (b)	5	Shorthand (c)	5
Accountancy 1	5	Accountancy	3	Accountancy 2	5
*Typewriting (a)	2	*Typewriting (b)	2	*Typewriting (c)	2
Com. Geography	5	Finance	5	Com. Corresp. (c)	5
Vocation	3	Vocation	3	Vocation	3
	20		20		20

**Penmanship

Senior Year.

FIRST TERM		SECOND TERM		THIRD TERM	
Shorthand (a)	4	Shorthand (b)	4	Shorthand (c)	4
Accountancy 3	4	Accountancy 4	4	Accountancy 4	4
*Typewriting (a)	2	*Typewriting	2	*Typewriting	2
Political Economy	5	Pol. Econ. $\frac{1}{2}$ Term	2½	Publicity (c)	3
Salesmanship (a)	3	Commercial Law (b)	5	Vocation	3
Vocation	3	Vocation	3		
	21		20½		16

*Typewriting is treated as laboratory work and two (2) double periods are required each week in the First and Second Years. **Penmanship. A good style of penmanship is required of all graduates. Those who do not possess this upon entering the course will be required to take penmanship 5 hours per week during the first term of the first year.

CARPENTRY.

The carpenter shop is equipped with a one twelve-horse power motor, twenty-four-inch planer, circular rip saw, universal wood-worker, sander, mortiser, tenoner, shaper, band saw, tool grinder, turning lathes, ten manual training benches, individual sets of tools, and other necessary equipment. The course of study is so arranged that students may enter at the beginning of each term.

The aim of the course is as follows: (1) to give the theory and practice of woodworking that is fundamental to wood-working trades; (2) to give a vocation as early as possible; (3) to prepare teachers for manual training and vocational schools; (4) to produce superintendents and contractors

Students entering the course will be required to attend two demonstration lectures (forty-five minutes each) each week and spend six hours (sixty minutes each) each week in shop practice for four years. At the end of the third year a certificate will be granted those intending to follow the vocation, provided requirements in Academic study have been met. Candidates for graduation must spend the required time, and in addition complete Normal, Academic or its equivalent with such special subjects as the teacher may assign.

At the beginning of the second year a limited number of students may elect pattern and cabinet making as their major subject. At the beginning of the fourth year students looking forward to teaching or to contracting may elect work.

COURSE OF STUDY.

First Year.

FIRST TERM		SECOND TERM		THIRD TERM	
Elem. Algebra	5	Elem. Algebra	5	Elem. Algebra	5
English	5	English	5	English	5
Drawing, Freehand	2	Drawing, Freehand	2	Drawing, Freehand	2
Drawing, Mechanical	2	Drawing, Mechanical	2	Drawing, Mechanical	2
Botany, Science of		Botany, Science of		Botany, Plant Life	4
Trees	4	Trees	4		
Theory { Tools, their		Theory { Science of		Theory { Lumber	
Use and		Fastening		Manufac-	
Construction		Plan Read-		turing, Plan	
Science of Joint		ing	1	Reading	1
Construction	1				
Joinery	10	Joinery	10	Wood Turning	10

Second Year.

FIRST TERM		SECOND TERM		THIRD TERM	
Plane Geometry	5	Plane Geometry	5	Plane Geometry	5
Physics	4	Physics	4	Physics	4
English	5	English	5	English	5
Theory (House Framing)	1	Theory (Exterior Trim)	1	Theory (Interior Trim)	1
Drawing (Shop Problems)	4	Drawing (Detail Construction)	4	Drawing (Floor Plan)	4
House Framing	10	Roof Framing	10	Placing Ex. Trim	10

Third Year.

FIRST TERM		SECOND TERM		THIRD TERM	
Solid Geometry	5	Solid Geometry	5	College Algebra	5
General Chemistry	3	General Chemistry	3	General Chemistry	3
French	5	French	5	French	4
Theory (Estimating Bill)	1	Theory (Specifications)	1	Theory (Contracts)	1
Drawing (Special Detail)	5	Drawing (Porch and Elevation)	4	Architectural Drawing	6
Milling Interior Trim	10	Stair Construction	10	Porch Construction	1

Fourth Year.

FIRST TERM		SECOND TERM		THIRD TERM	
College Algebra	5	College Algebra	5	Commercial Corres.	3
French or German	4	French or German	4	Commercial Law	5
Mechanics	3	Mechanics	3	Thesis for Graduation	15
Architectural Draw.	8	Architectural Drawing	8	Supervision	8
Theory (Brick and Stone Construction)	1	Theory (Concrete)	1		
Supervision	8	Supervision	8		

Fifth Year—Teacher's Course.

FIRST TERM		SECOND TERM		THIRD TERM	
School Organization	3	School Organization	3	History of Ed.	3
Physical Education	1	History of Ed.	3	Physical Education	1
Shop Management and Method	4	Physical Education	1	Shop Management and Method	4
Genl. Psychology	3	Shop Management and Method	4	Applied Psychology	3
Course Designing	10	Prin. of Teaching	3	Prin. of Teaching	3
Practice Teaching	10	Practice Teaching	10	Practice Teaching	10
				Thesis	10

Note—Figures indicate number of hours per week.

SEWING.

The courses in this Department are planned to fit young women to meet the increasing demand for trained teachers, and to give such training as will enable girls as they grow to womanhood to appreciate the practical, economic and artistic value of various materials in their application to dress and home furnishings.

To enter the Teachers' Course, students must present a diploma from a first grade high school or show completion of the fifteen units necessary for entrance to college work. Certificates will be awarded to students who have completed the Eighth Grade and pursued the required subjects in the Academic Department.

COURSE OF STUDY.

Elementary Sewing.

This course deals with the fundamental principles of hand sewing. History of implements used in sewing; position of the body while sewing; methods of using scissors, needles, thread, thimble and tape measure; different kinds of seams, tucks, hems, buttonholes, weaving, darning, patching, simple embroidery and fancy work.

FIRST TERM. PROBLEM—Cuffs for cooking (by hand).

General rules for sewing; stitches; basting; combination-hemming; French Seam. Care of clothing while working; neatness; use in cooking.

PROBLEM—Cooking apron (by hand and machine).

Care and use of machine. Samples of materials suitable; mounted; kinds of aprons; stitches; hems; stitches; gathering; buttonholes; sewed on buttons; stroking of gathers; talk on manufacture of cotton and thread.

SECOND TERM. PROBLEM—Corset cover (by hand).

Taking measure; altering; pattern cutting. Stitches;

basting; combination; tucking; gathering; whipping; over-casting; feather stitching; buttonholes; sewed on buttons; kinds of material; suitable trimming and styles.

THIRD TERM. PROBLEM—Skirt (by machine).

Taking measure; altering pattern; stitches; basting; stitching; tucking; buttonholes; plackets. Textile study; source of materials and manufacturing continued.

PROBLEM—Gown.

Making pattern; review work done 1st and 2nd term; ornamental stitches; crochet edgings; sewing in sleeves; care of clothing and hygiene of underwear patching; darning.

Advanced Sewing.

MISS GEE.

FIRST TERM		SECOND TERM		THIRD TERM	
Elem. Algebra	5	Elem. Algebra	5	Elem. Algebra	5
English	5	English	5	English	5
Drawing	2	Drawing	2	Drawing	2
Sewing	8	Sewing	8	Sewing	8
1. Use and care of machine and attachements		1. Drafting and alteration of patterns		1. Drafting and alteration of patterns	
2. Drafting and alteration of patterns		(a) Appropriate decoration of underwear		2. Preparation of lace and embroidery	
3. Designing of garments		(b) Designing of garments		3. Designing and finishing	
4. Fringing lesson		(c) Taking of measurements		(a) Night dresses	
5. Making fancy aprons		(d) Amount of material and cost		(b) Kimono	
6. Designing and finishing (a) Drawers (b) Combination Suit		(e) Cutting out garments		(c) Shirtwaists	
Textile study: Cotton		2. Designing, drafting and finishing		4. Art needle work—to be an application of design to different articles of clothing	
		(a) Corset covers made of embroidery		Textile study: Silk and wool	
		(b) Lace trimmed corset covers			
		(c) Skirts			
		Textile study: Flax			

Dressmaking.

MISS GEE.

FIRST TERM		SECOND TERM		THIRD TERM	
Geometry	5	Geometry	5	Geometry	5
Physics	5	Physics	5	Physics	5
English	4	English	4	English	4
Drawing	2	Drawing	2	Drawing	2
Dressmaking	10	Dressmaking	10	Dressmaking	10
Instruction in the fundamental principles of making dresses		Making fancy blouses, sleeve finishes, neck and collar finishes, plackets and seam finishes		Study of fabrics Selection of materials and trimmings Advanced work in making complete costumes for special occasions	
Altering waist patterns		Construction and ornament for dress		Ornament of textiles	
Making dressing jackets and tea gowns		Skirt making Care of clothing		Study of drafting systems	
Making simple waists and house dresses		Study of drafting			
Pressing		Systems used in normal schools and colleges			
Study of form line and proportion in relation to drafting					

The other vocations taught are :

AGRICULTURE.
BLACKSMITHING.
COOKING.
MILLINERY.
MACHINE WORK.
MECHANICAL ENGINEERING.
PLUMBING AND HEATING.
PRINTING.
PRACTICAL NURSE TRAINING.
SHOEMAKING.

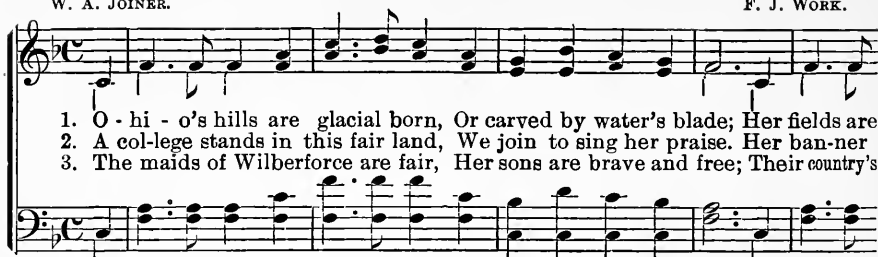
The value of the courses is attested by the fact that most of the work at the University, both repair and construction, is done by the students.

COLLEGE SONG.

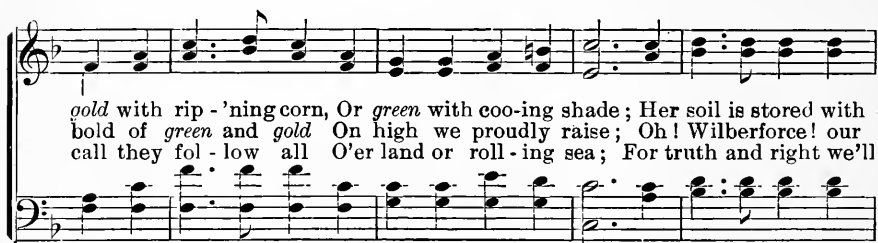
Dear Old Wilberforce.

W. A. JOINER.

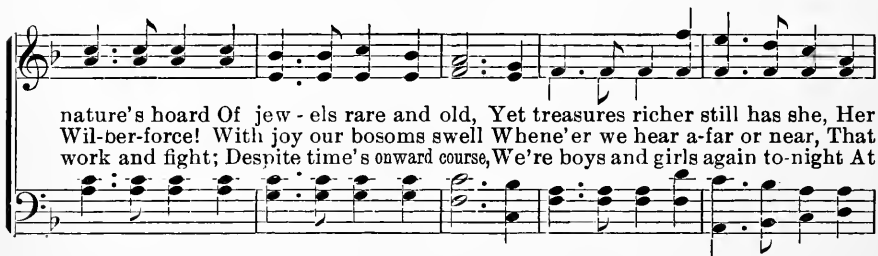
F. J. WORK.



1. O - hi - o's hills are glacial born, Or carved by water's blade; Her fields are
 2. A col-lege stands in this fair land, We join to sing her praise. Her ban-ner
 3. The maids of Wilberforce are fair, Her sons are brave and free; Their country's

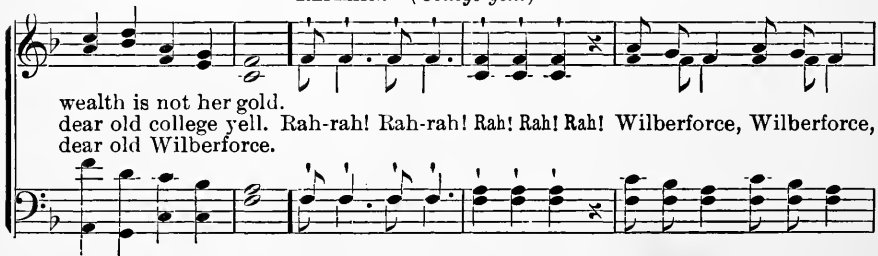


gold with rip - 'ning corn, Or green with coo-ing shade; Her soil is stored with
 bold of green and gold On high we proudly raise; Oh! Wilberforce! our
 call they fol - low all O'er land or roll - ing sea; For truth and right we'll

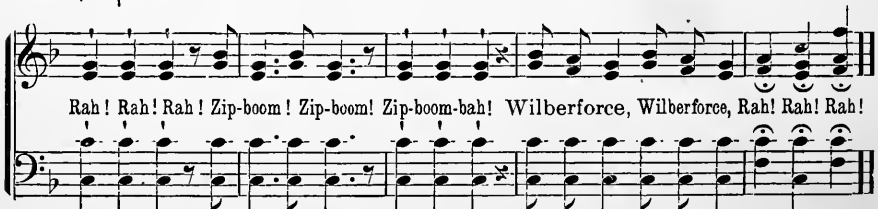


nature's hoard Of jew - els rare and old, Yet treasures richer still has she, Her
 Wil-ber-force! With joy our bosoms swell Whene'er we hear a-far or near, That
 work and fight; Despite time's onward course, We're boys and girls again to-night At

REFRAIN. (*College yell.*)

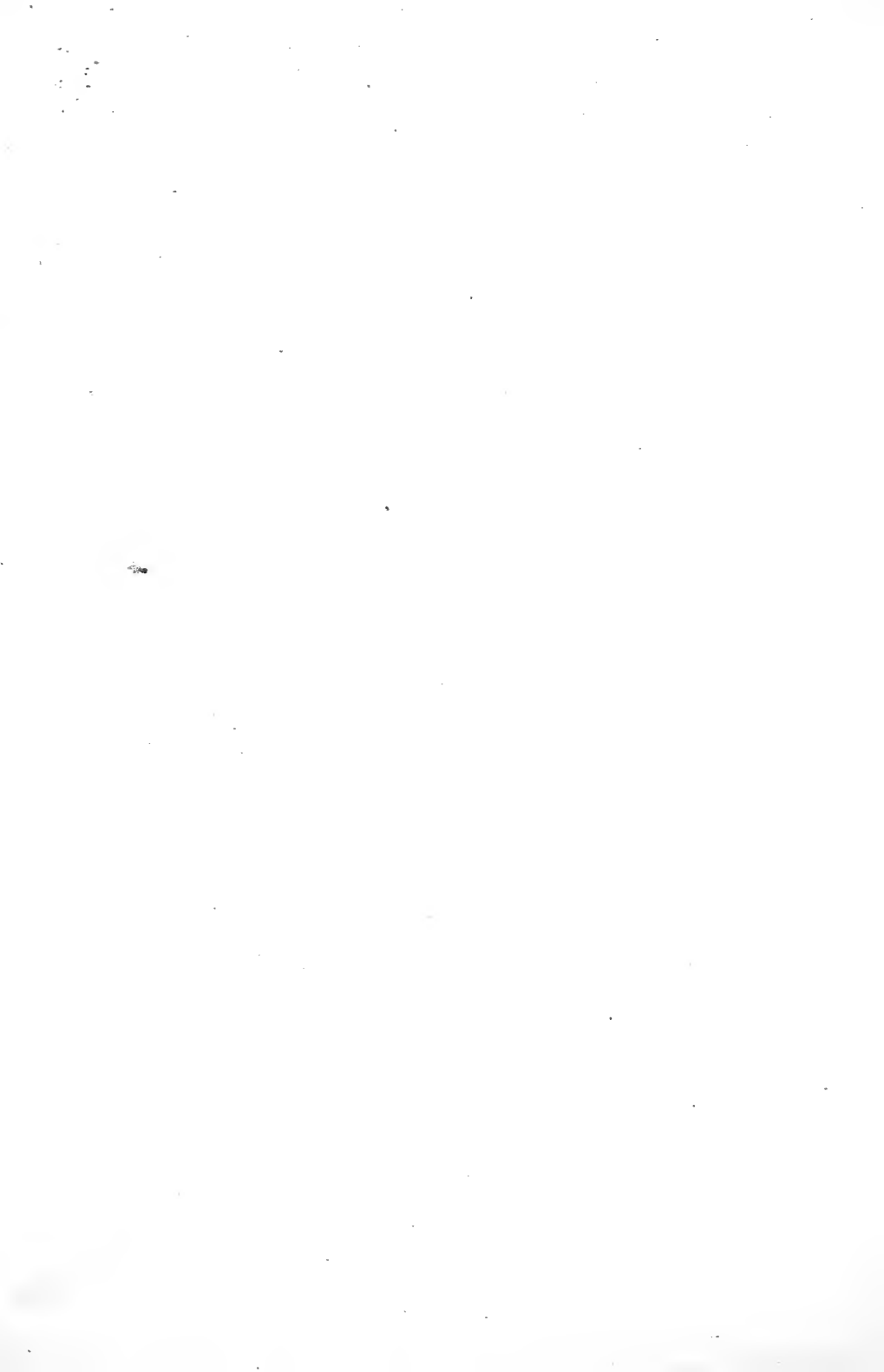


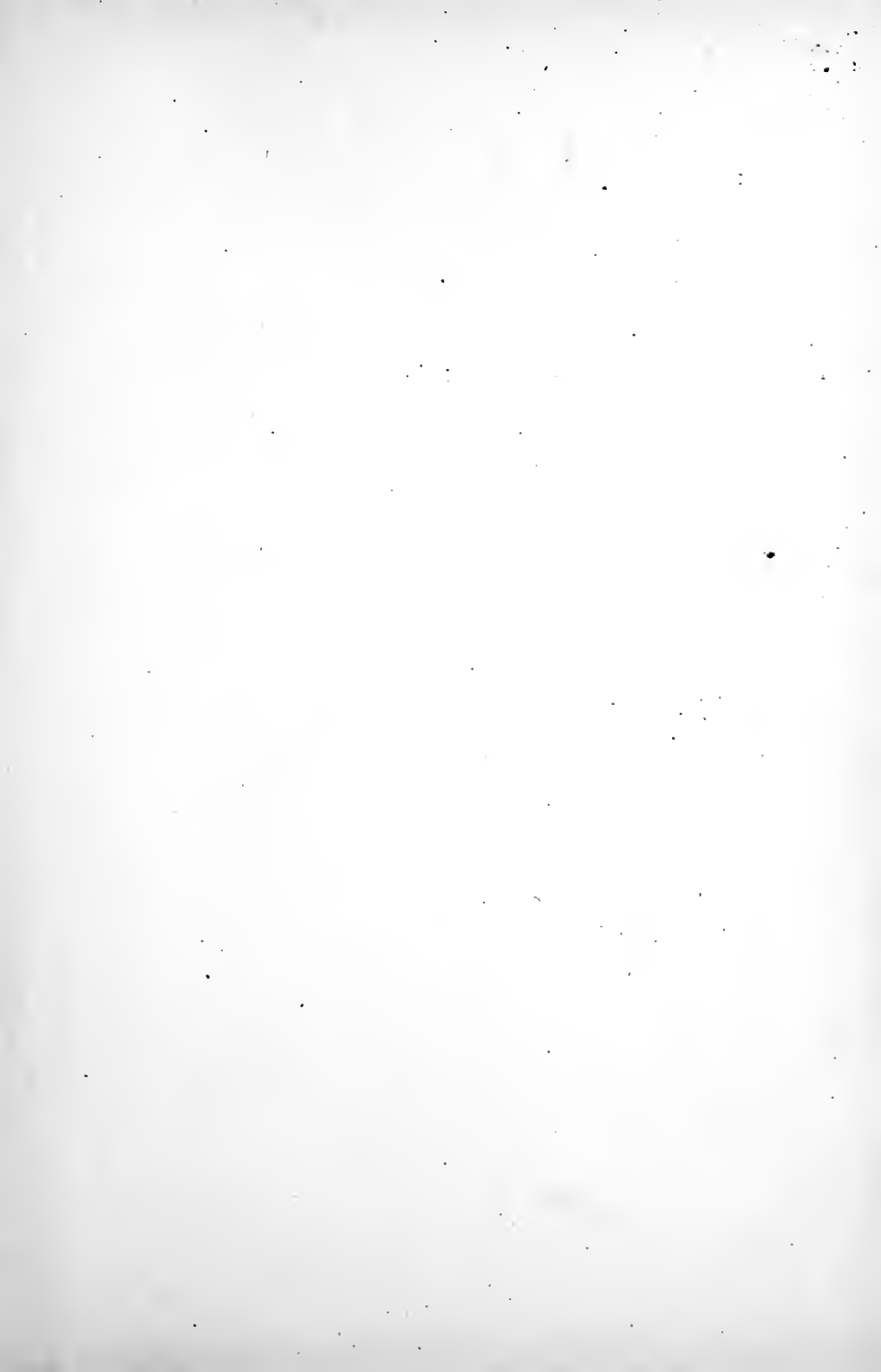
wealth is not her gold.
 dear old college yell. Rah-rah! Rah-rah! Rah! Rah! Rah! Wilberforce, Wilberforce,
 dear old Wilberforce.



Rah! Rah! Rah! Zip-boom! Zip-boom! Zip-boom-bah! Wilberforce, Wilberforce, Rah! Rah! Rah!







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